CANADIAN THESES ON MICROFICHE

I.S.B.N.

THESES CANADIENNES SUR MICROFICHE

National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

NL-339 (r. 82/08)

Canada

66

0-315-15975-8

National Library
of Canada

Bibliothèque nationale
du Canada

Canadian Theses Division

Division des thèses canadiennes

Ottawa, Canada
K1A 0N4

63884

PERMISSION TO MICROFILM — AUTORISATION DE MICROFILMER

- Please print or type — Écrire en lettres moulées ou dactylographier

Full Name of Author — Nom complet de l'auteur

EDWIN JOHN BOYCE

Date of Birth — Date de naissance 1 - 11 - 47	Country of Birth — Lieu de naissance AUSTRALIA

Permanent Address — Résidence fixe

22 SYLVIA PLACE
FRENCH'S FOREST, N.S.W., 2086,
AUSTRALIA

Title of Thesis — Titre de la thèse

AN ETHNOGRAPHY OF TEACHER-STAFF PERSPECTIVE.

University — Université

UNIVERSITY OF ALBERTA

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

Ph. D.

Year this degree conferred — Année d'obtention de ce grade 1983	Name of Supervisor — Nom du directeur de thèse DR D. MASSEY

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

Date 26th December, 1982	Signature E.J. Boyce

THE UNIVERSITY OF ALBERTA

AN ETHNOGRAPHY OF TEACHER-STAFF PERSPECTIVES

by

© EDWIN JOHN BOYCE

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA
SPRING, 1983

Micro.

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR Edwin John Boyce

TITLE OF THESIS An Ethnography of Teacher-Staff Perspectives

DEGREE FOR WHICH THESIS WAS PRESENTED Doctor of Philosophy

YEAR THIS DEGREE GRANTED 1983

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(Signed) E.J. Boyce

PERMANENT ADDRESS:

22 Sylvia Place
French's Forest
New South Wales
Australia, 2086

DATED 10th December, 1982

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "An Ethnography of Teacher-Staff Perspectives" submitted by Edwin John Boyce in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Don Massey
Supervisor

C. Chamberlin

R.G. McIntosh

Mary M. Young

Myer Horowitz

Daiyo Sawada

James P. Shaver
External Examiner

Date 10th December, 1982

DEDICATION

To my family: my wife, Beryl, for her love and care, my children Matthew and Elisabeth, for their boundless enthusiasm and affection, and Jessica, our newborn, who came in at the end of this challenge.

ABSTRACT

The purpose of this study was to describe and interpret teachers' perspectives of their professional life-world. Perspective gives meaning to the world, and each teacher's perspective was uncovered in this study in terms of each teacher's unique context, purposes and ongoing history. This study described and interpreted the professional life-world of the staff of an elementary school over a period of fourteen months. During this time the teachers were responding to a proposed curriculum change, introduced by the local educational system. Through the field method of researcher participation and interviewing, the study uncovered the teachers' perspectives on teaching, in part through their responses to the proposed curriculum change. Exploratory questions which provided direction for the study were used to uncover the contextual aspects of the teachers' perspectives, the assumptions that teachers make, teachers' synthesizing of information, orientation of teacher perspective to planning, the role of perspective in a staff situation, and the individual and staff responses to proposed curriculum change.

The study was based on the theoretical framework of hermeneutics, through which understanding develops of text within context. In this case the teachers' oral and written expressions of their thoughts, feelings, beliefs and values were understood within the context of their personal and professional lives. In order to achieve this understanding the researcher in this study became an extension of the teachers' professional life-world, gathering data through interviews, conversations, observations in the staffroom and classrooms, documents, and social occasions. In order to allow minimal researcher bias in the interpretation of the data, analysis was severely restricted for the first five months in the field. Patterns which emerged from the data were reflected upon, in light of the experience of being the researcher-participant in the setting, after data collection concluded.

This study revealed that teachers view teaching as individual, personal, and involving considerable pressure. The major pressure on teachers, according to this study, is the perceived expectations of others. Teachers' views on schooling, teaching and curriculum are useful indicators of teacher perspective, and the teachers in this study viewed themselves as transmitters of their culture. Although transmitters, the teachers teach according to what they believe is best for their students. Teachers responded to "new" programs by accommodating the "new" within their perspectives, with varying degrees of integration of "new" programs according to individual teacher perspective. The most significant revelation of this study was that teachers view teaching as being the "intimate link" in the lives of their students, as the teachers transmit their culture through developing close personal relationships with their students. Allied to this sense of teaching as the "intimate link" the teachers in this study viewed themselves, as a staff, as a "family" in contrast to their view of the educational system as an impersonal outside force. Teachers' perspectives are dominant in teaching, with teachers defining teaching from their perceptions of teaching reality.

ACKNOWLEDGEMENTS

My thanks are due to many people but especially to the following:

To Dr. Don Massey, my advisor, whose continual encouragement, academic rigour and friendship I have highly valued.

To Dr. Chuck Chamberlin, Dr. Mary Young, Dr. Myer Horowitz, and Dr. Daiyo Sawada for their continual interest, support and insights throughout my doctoral studies.

To Dr. Gordon McIntosh, Dr. Ron McGregor, Dr. Pat McFetridge, and Dr. Wally Worth for their advice and suggestions at various stages of my doctoral program.

To Dr. James Shaver, from Utah State University, who acted as external examiner.

To the Edmonton Public School Board, and particularly the Principal and staff of "Mimosa" Elementary School, who belonged to the life-world that is described and interpreted in this study. Each teacher gave generously of their thoughts and time to reveal their perspectives on teaching.

To my student colleagues, whose warm friendship and sharing spirit provided an ideal atmosphere for understanding to take place. Special mention is due to Dr. Bryan Connors, Marlene Taylor, Marilyn Shortt, Terry Carson, Dr. Yvonne Pothier, Dr. Ellen Graham and Penny Clark.

To Margaret Voice, typiste extraordinaire, for her speed, efficiency and careful editing.

TABLE OF CONTENTS

Chapter Page

One INTRODUCTION 1

Purpose of the Study 1

Theory and Method 4

Assumptions of the Study 7

Significance of the Study 9

Organization of the Dissertation 13

Two REVIEW OF THE LITERATURE 15

Interpretations of Perspective 16

Teacher Sense-Making 34

The Professional Life-World of Teachers 36

Research on Teacher Planning 41

Teachers and Curriculum 43

Curriculum Implementation 44

Social Studies as Curriculum 47

Teachers and Social Studies 49

Social Studies in Alberta Elementary Schools . . . 55

Three THEORY AND METHOD 60

Introduction 60

Ethnographic Research 61

Phenomenology and Ethnography 64

Methodology 67

Theoretical Stance 67

Symbolic Interaction 68

Internal Hermeneutics 70

Chapter Page

Participant Observation 76
Ethnographic Studies 79
Validity 79
Research Process 80
  Entry and Establishment of Role 81
  Collection of Data 83
  Analysis of Data (Interpretation) 83
  Ethnography 84
Theory and Method in Reflection 85

Four THE RESEARCH SETTING 87
The Method of This Study 87
  Gaining Entry 87
  Developing Relationships 91
  Focussing the Research 93
  My Role in the School 94
The School 103
  The Staff 113
  The School During the Study 115
1981-82: Month by Month 117
  September, 1981: "The Honeymoon Stage" 118
  October, 1981: "Down to Earth" 118
  November, 1981: Pressures Build Up 119
  December, 1981: Changes from Routine 119
  January, 1982: Another Beginning 120
  February, 1982: Pressures Return 120

Chapter Page

March, 1982: Issues Surface 121
April, 1982: Spring Brings Expectancy 121
May, 1982: Nearing the End 122
June, 1982: Au Revoir 122
Researcher Reflection 122

Five THE PARTICIPANTS: THEIR CHARACTERISTICS, BELIEFS AND VIEWPOINTS 124

Rationale for Selection and Organization of Data . 126
The Participants 127
Janeen Carlisle: The Principal 128
Grade Six Teachers 132
Henry Gonzo 132
Sid Mann 136
Barbara Benton: Grade Five-Grade Six Teacher . . . 138
Debbie Reynolds: Grade Five Teacher 142
Alf Little: School Counsellor, Librarian and Grade Five Social Studies Teacher 143
Grade Four Teachers 146
Natalie Yates 146
Pat White 151
Grade Three Teachers 155
Karen Fontaine 155
Elaine Campbell 147
Grade Two Teachers 160
Diane Jones 160
Julie O'Shea 163

Chapter Page

Grade One Teachers 167
  Isabel Adair 167
  Laura Lanner 170
Tracey Dent: The Kindergarten Teacher 174
Peter Spence: The Music/Resource Teacher 174
Kathryn French: Another Resource Teacher 175
Joy Summer: The School Secretary 176
The Teacher Aides 176
The School Custodians 176
Student Teachers 177
Parent Volunteers 177
The Staff Perspective 178
  Collected Views of Schooling 178
  Collected Views of Curriculum 189
  Collected Views of Teaching 196
Six A VIEW FROM THE STAFFROOM 212
Introduction 212
The Beginning of the 1981-82 School Year for Teachers 215
  Thursday, 3rd September, 1981 215
  Friday, 4th September, 1981 225
  Tuesday, 8th September, 1981: First Day of Classes 233
  Wednesday, 9th September, 1981 239
  Thursday, 10th September, 1981 243
  Friday, 11th September, 1981 246

Chapter Page

Monday, 14th September, 1981 249

Tuesday, 15th September, 1981 251

Wednesday, 16th September, 1981 253

Thursday, 17th September, 1981 254

Monday, 21st September, 1981 256

Wednesday, 23rd September, 1981 257

Teacher Reflections on Meet the Teacher Night . 267

Thursday, 24th September, 1981 269

Friday, 25th September, 1981 278

Monday, 28th September, 1981 280

Tuesday, 29th September, 1981 283

Impressions of P.D. Day 287

Wednesday, 30th September, 1981 289

Thursday, 1st October, 1981 291

Friday, 2nd October, 1981 295

Monday, 5th October, 1981 297

Tuesday, 6th October, 1981 300

Wednesday, 7th October, 1981 310

Reflections on the Accident 315

Thursday, 8th October, 1981 318

Natalie's Social Studies Unit Planning 319

Friday, 9th October, 1981 327

Tuesday, 13th October, 1981 330

Diane's Planning of a Social Studies Unit . . . 331

Wednesday, 14th October, 1981 338

Chapter Page

Diane's Reflections on Teaching a Lesson . . . 338

Thursday, 15th October, 1981 340

Friday, 16th October, 1981 344

Henry's Planning in Social Studies 345

Monday, 19th October, 1981 351

Tuesday, 20th October, 1981 352

Friday, 23rd October, 1981 354

Wednesday, 28th October, 1981 357

A Matter of Choice 359

Thursday, 29th October, 1981 361

Tuesday, 3rd November, 1981 362

Influence of a Student Teacher 364

Wednesday, 4th November, 1981 366

Thursday, 5th November, 1981 369

Friday, 6th November, 1981 370

Planning in Social Studies—Barbara 371

Monday, 9th November, 1981 373

Pat Planning a Unit 373

Tuesday, 10th November, 1981 379

Thursday, 12th November, 1981 379

Elaine—Planning a Social Studies Unit 379

Friday, 13th November, 1981 383

Tuesday, 17th November, 1981 384

Karen Fontaine Planning for Her Next Social Studies Unit 384

Monday, 23rd November, 1981 389

Chapter Page

Unit Planning According to Sid 390
Tuesday, 24th November, 1981 392
An Initial Setback, and Change 392
Thursday, 26th November, 1981 394
Tuesday, 1st December, 1981 394
Julie's Planning for Social Studies Unit . . . 394
Wednesday, 2nd December, 1981 398
Thursday, 3rd December, 1981 400
Friday, 4th December, 1981 401
Isabel's Social Studies Plans 402
Tuesday, 8th December, 1981 405
Wednesday, 9th December, 1981 405
Thursday, 10th December, 1981 407
Friday, 11th December, 1981 408
Monday, 14th December, 1981 409
Thursday, 17th December, 1981 410
Monday, 4th January, 1982 410
Tuesday, 5th January, 1982 414
Monday, 11th January, 1982 416
Alf's Social Studies Unit Planning 416
Tuesday, 12th January, 1982 422
Friday, 15th January, 1982 422
Wednesday, 20th January, 1982 423
Diane's Reflections on a Social Studies Unit . 423
Wednesday, 27th January, 1982 426

Chapter Page

Thursday, 28th January, 1982 426

Monday, 1st February, 1982 426

Wednesday, 3rd February, 1982 426

Thursday, 4th February, 1982 427

Friday, 5th February, 1982 428

Monday, 8th February, 1982 429

Tuesday, 9th February, 1982 430

Thursday, 11th February, 1982 430

Friday, 12th February, 1982 433

Monday, 15th February, 1982 434

Tuesday, 16th February, 1982 435

Tuesday, 16th March, 1982 440

Henry's Assessment of Social Studies Unit . . . 440

Wednesday, 24th March, 1982 442

Barbara's Post-Mortem on her Social Studies Unit 442

Thursday, 15th April, 1982 443

Friday, 14th May, 1982 445

Tuesday, 18th May, 1982 447

Friday, 25th June, 1982 447

Seven INTERPRETIVE REFLECTIONS (CONCLUSIONS OF THE STUDY) . 450

Perspective on Teachers' Perspectives 452

Contextual Influences on Teachers' Perspectives . . 457

Assumptions Which Support Teachers' Perspectives . 461

Synthesis of Data into Teachers' Perspectives . . . 463

Chapter Page

Orientation of Teacher Perspective to Teacher Planning 464

Teachers' Perspectives in the Staff Situation . . . 465

Teachers' Perspectives of "New" Programs 467

Teaching as the "Intimate Link" 472

Teachers as Members of a Family-Community (Gemeinschaft) 476

Perspective on Being a Researcher-Participant . . . 484

Eight IMPLICATIONS AND RECOMMENDATIONS OF THE RESEARCH . . 486

Implications 486

For Teachers 488

For Administrators 490

For Curriculum Developers and Consultants 491

For Parents and Students 493

For Teacher-Educators 494

For Researchers 495

Recommendations 496

To Educators 497

To Researchers 499

BIBLIOGRAPHY 501

APPENDIX A. TEACHER CAREER INTERVIEW GUIDE 528

APPENDIX B. PRINCIPAL'S GOALS AND PLANS 533

APPENDIX C. AGENDA OF INITIAL STAFF MEETING, 1981-82 536

APPENDIX D. THE SCHOOL DAY 541

APPENDIX E. PUBLIC SCHOOL SURVEY RESULTS FOR MIMOSA ELEMENTARY SCHOOL 543

Page

APPENDIX F. STANDARDIZED TEST RESULTS FOR MIMOSA ELEMENTARY SCHOOL, 1980-81 550

APPENDIX G. STAFF MEMO, FEBRUARY 5TH, 1982 552

APPENDIX H. STAFF MEMO, FEBRUARY 22ND, 1982 554

APPENDIX I. LETTER TO TEACHERS 557

APPENDIX J. MEET THE TEACHER NIGHT AGENDA 559

Chapter One

INTRODUCTION

Purpose of the Study

This study represents an attempt to understand more realistically the perspectives of teachers of their professional life-world. A major motivating factor of this research was the concern that although it is known (Jackson, 1968; Lortie, 1969; Fullan and Pomfret, 1978; Wiley and Race, 1977) that teachers often do not follow prescribed or recommended curricula, or even their own plans, little attention has focussed on uncovering teacher perspective, seemingly a critical factor in teaching (Boag, 1980; Janesick, 1977: Odynak, 1981; Shaver, Davis and Helburn, 1979).

The uncovering of the meaning of teaching for teachers would seem to necessitate prolonged exposure to their professional life-world in a way that allows their teaching perspective to unfold. Also it seems vital that teachers' perspectives should be understood in order to understand what does occur in schools and why certain expectations of others are not fulfilled. It seems that educated guesswork has probably been responsible for many decisions that have been made on many matters related to teaching, whereas, with teacher perspective uncovered, more meaningful relationships with and among teachers might ensue.

Teachers are involved in a complex situation (Jackson, 1968).

Each teacher brings to teaching an individual perspective, and the teachers on the staff of a school may have a consensual perspective on teaching, as well as their individual perspectives.

The interpretation that each teacher, and each group of teachers, brings to teaching, is based on a complex combination of factors, including personal and professional biography, particular circumstances of the present school situation, perspective on life and on teaching, perception of the needs of the students in each class, and the complex network of relationships that exists for each teacher. To be able to search out the perspectives of teachers it is crucial to live as close as possible to at least the professional life-world of teachers. In this study the researcher became an extension, as researcher-participant, of a school staff for more than a school year in an endeavour to be in a position to interpret teacher-staff perspectives.

Within this study focus was given to the impact on teachers of a "new" curriculum. In this way the researcher was able to concentrate on one curriculum area, Social Studies, and follow teachers' perspectives on teaching as they were reflected in their interpretations to curriculum and proposed change. The study attempted to make explicit teacher perspective of their life-world, by interpreting with teachers their interpretations of curriculum, and the impact of curriculum, in the natural setting of their professional life-world.

By describing and interpreting teacher perspective this study may encourage teachers, administrators, teachers, educators, curriculum developers, educational consultants, and the public at large, to consider more carefully the role that teacher perspective plays in the professional life-world of teachers. In this study the researcher hoped to participate with teachers in discovering important underlying factors that produce perspective in teachers, and to understand more clearly the role that perspective plays in teachers' professional lives.

As the purpose of this study was to describe and interpret teacher perspective one question became paramount: What is the meaning of teaching for teachers? In an attempt to uncover this essence the study was guided by the following exploratory questions, exploratory because the nature of the study allowed theory to emerge from the data, rather than theory forming the framework by which data were collected and analyzed.

Particular to this study, the following questions sought to explore the life-world of teachers from their perspectives, to interpret those perspectives within the collected staff, and to interpret the orientation to planning for action of both individual and collected perspectives:

1. What constitutes teachers' perspectives?

2. Which contextual aspects in the classrooms, in staff relationships, and outside the school setting, influence the teachers' perspectives?

3. What are the assumptions that teachers make about students, learning, classrooms, curricula and professional development which support their perspectives?

4. How do teachers synthesize the various types of information about curriculum development, student background and teacher role into their perspectives?

5. How is teacher perspective oriented to teacher planning for teaching?

6. What is the role of perspective in a school staff situation?

7. How do teachers perceive communications intended to modify or improve their performance?

8. What are the constructs that underlie such teacher perceptions?

9. What is the relationship between these dimensions and the evaluative process by which teachers make decisions regarding the implementation of change in school programs?

Theory and Method

This study is based theoretically on the approach to understanding by interpretation of hermeneutics. This phenomenological approach to understanding meaning for participants means that the researcher is aware of text within context—the research setting. Within the professional life-world of teachers the text that was interpreted was provided as primary data by the participants in the study, by spoken and written words. To understand this text hermeneutically it was necessary to "know" the context in which the text existed. Therefore the context unfolded as the researcher intersubjectively related to the teacher-participants in many different aspects of their professional life-world. Context developed historically, through prolonged researcher participation in the research setting, the perspective of the researcher, and the collected data of observations, conversations, documents and informal interviews. In this study the context is that which surrounds the symbolic representations of the thoughts of the teacher-participants. It is necessary to understand the text of a situation within its context in order to understand, through interpretation, teacher perspective of their professional life-world.

Teachers' perspectives allow teachers to make sense of their life-world, to interpret it and construct plans for acting within that life-world. Perspective is derived from meaning by interpretation given by each teacher to whatever impacts on that person, and perspective also provides the approach that a teacher will bring to the teaching situation. A teacher's perspective is individual and personal, yet is socially derived as the teacher interprets and gives meaning to the situation of his or her professional life-world.

It is possible, by following the hermeneutic approach to interpretation of a situation, to develop understanding as a "sharing of common meaning" (Gadamer, in Murray, 1978, p. 177), whereby the researcher endeavours to "recapture the perspective within which [a person] has formed his views" (Ibid.). In using this approach, therefore, interpreted understanding unfolds for the researcher, as the text provided by the participants in the setting is understood in relation to the context of the setting.

As the setting for this research study was the life-world of teachers it was appropriate for the researcher to become a researcher-participant in the teachers' life-world, in order to be able to intersubjectively interpret the perspectives of the teachers.

In developing the intersubjective understanding of the teachers' life-world it was important to participate in the situation, in close contact with the teacher-participants, over an extended period of time. Therefore, the anthropologically-based field method of participant-observation was employed, to allow the researcher "to describe and interpret the intentional meaning and the intersubjective symbolic meanings of the behavior and the interactions of the members of a given society" (Bidney, 1973, p. 136).

Accordingly, the researcher lived in the professional life-world of the teachers of an elementary school for more than one school year, and interpreted teacher perspective as a participant in that life-world. The methodology of participant-observation that was used in this study allowed direct observation and provided extensive data for continuing and subsequent researcher interpretation. The participant observer

> gathers data by participating in the daily life of the [informants] he studies. He watches the people he is studying to see what situations they ordinarily meet and how they behave in them. He enters into conversation with . . . the participants in these situations and discovers their interpretations of their [life-world]. (Becker, 1969, p. 652)

The researcher in this study sought to develop a relationship with each teacher which allowed the "normal" life-world of the teacher to be uncovered. Towards that end the researcher endeavoured to accept the unelicited thoughts of the teachers and consciously avoided prejudicing the teachers' thoughts by not introducing researcher interpretations into the situation, especially during the early months of intensive data collection. In following this approach to data collection, in attempting to understand as clearly as possible the "reality" of the teachers' life-world, the major analysis of data could not occur until most of the data had been collected. At that stage in the research the text and context of the teachers' life-world were available, so that points of clarification and re-interpretation by the participants were able to be elicited without significantly changing the spontaneously provided text and the contextual data that were collected as researcher-participant in the teachers' life-world. The ethnographic account of the teachers' professional life-world which resulted from this theoretical stance and methodological approach is an attempt to describe and interpret the "reality" of the professional life-world of teachers, from teachers' perspectives, and through interpretation of the researcher-participant.

Assumptions of the Study

Many of the complex factors related to the theoretical and methodological bases of the study need to be stated as assumptions which underlie this research study. Schatzmann and Strauss (1973) suggest four properties which are centrally significant in research which involves the interpretation of meaning by participants in social settings:

1. Man can take a perspective on himself, and act towards himself.

> 2. In diverse situations, he can simultaneously hold several perspectives on himself as well as on others and events—even seemingly contradictory ones, then in new situations create still other perspectives.
>
> 3. Personal perspectives are social in origin and emanate from definitions of countless social situations and processes in which man finds himself and with which he can identify.
>
> 4. Man presents himself with perspectives and definitions that become [some of the] conditions for his own actions; therefore, the 'forces' which impel him to act are substantially of his own making. (p. 5)

The specific assumptions within this research study were:

1. That human behavior cannot be understood without understanding the framework within which the subjects interpret their thoughts, feelings and actions (Wilson, 1977, p. 249).

2. That it is possible to uncover, by interviewing, observing and studying documents, the realities of individuals within a group;

3. That reality is socially constructed so that teachers' professional life-worlds, individually and collectively, are socially constructed;

4. That within the life-world of a school teaching staff there exist the life-worlds of the individual teachers in that setting;

5. That within the life-world of a school teaching staff there exist the multiple perspectives (and multiple realities) of all of the members of the group;

6. That it is possible to uncover or make perspective explicit;

7. That it is desirable to understand teacher perspective;

8. That we interpret (give meaning) to that which we encounter;

9. That critical interpretation may increase understanding;

10. That the researcher is able to depict himself as an

outsider to the setting of the study and in so doing achieves conceptual distance from its perspective and vocabularies;

11. That the researcher is able to achieve empathetic understanding and to represent in his own mind the feelings, motives, and thoughts behind the actions of the informants of the study.

Significance of the Study

The uncovering of teacher perspective in this study can be viewed as a revelation of the relatively unknown, what teaching means to teachers in the context of their professional life-world. Guesswork can be replaced by a much closer view of reality as teachers perceive it. This increased understanding provides significant "food for thought" for all those involved, directly and indirectly, in the formal education process, including teachers themselves, administrators, consultants, teacher educators, curriculum developers, parents and students. From this study it is possible to interpret from the data provided directly by teachers what is the essence, the reality of teaching for teachers.

With the focus on teachers' perspectives as related to one particular curriculum area, Social Studies, the study provides evidence of what happens in regard to curriculum in the real world of the teacher, as the teachers of this study were introduced to a "new" Social Studies curriculum. Therefore, this study is particularly significant as representing the role of teacher perspective in response to proposed curriculum change.

While teacher reaction to curriculum change is one of the focal points of this study, its significance should be understood in relation to the general notion of teacher perspective, which is the basis of the study. As teacher perspective is understood from the reality of the professional life-world of teachers specific aspects of the teachers' world, such as curriculum, roles and relationships, become significant. The real significance of the interpretations of this study rests on the congruence of the interpretations with the teachers' perceptions of the reality of their professional life-world.

This study adds to our knowledge of the perspectives of individual teachers and of a staff of teachers in an elementary school, including their introduction to a "new" curriculum. Much of schooling revolves around curricula, so that they affect the lives of all school participants (principals, instructional staff, non-instructional staff, students) and indirectly many groups outside the school situation (families, churches, social groups, employers, etc.). This study suggests future action in regard to curriculum development, implementation and evaluation.

The role of teacher perspective is problematic. Hunkins et al. (1977) suggest that "to understand any complex human activity, we must grasp the language and approach of the individuals who pursue the activity" (p. 1). The study provided an understanding of the process of thought and action through which the assumed implementers go as they are presented with a new curriculum.

In the 1970-1975 Review of Research in Social Studies Education (Hunkins et al., 1977), Hahn indicated that several studies reveal that teachers' perceptions of the attributes of an innovation are relevant to the implementation of that innovation (Hall, 1971; Littleton, 1979; Clinton, 1972; Carlson, 1965). Rogers and Shoemaker (1971, p. 138) emphasized that it is the receiver's perception of the innovation's attributes, not the attributes as seen by experts, that affects rate of adoption. Boag's (1980) study suggests further that such perceptions (i.e., receiver's) are important as to whether or not the innovation is adopted at all.

Teachers' perceptions of a curriculum affect the response by teachers to that curriculum, in terms of adoption, adaptation, or rejection. This study indicates that the introduction of a new curriculum produces change in teacher perspective of that subject area curriculum, as a result of teacher reaction to the document and teacher interpretation of that document and of the situation surrounding its introduction. Rogers and Shoemaker (1971) stated that the way in which an innovation is perceived by the potential adopter is the critical element in the situation. Some support was found by Crowther (1972) when he studied the factors influencing innovation adoption in the form of the 1971 Alberta Social Studies Curriculum.

A vital issue of teacher selection in the implementation of a new curriculum was highlighted by Downey et al. (1975). In the 1975 Downey Report, the authors state that: "no depth of scholarship, no technical excellence, no classroom expertise will serve the needs of the new Social Studies program unless the personality and the disposition of the teacher are supportive of its intents."

Downey et al. (1975) concluded that the attitudes, philosophies and convictions which teachers bring to their teaching situation often are so firmly ingrained that no new program will be able to be implemented as proposed if it runs counter to the teachers' perspectives. This is particularly true of a program that is perceived as being new and quite radically different to that previously in use.

Boag (1980) noted in his study of teacher implementation of a new program that the teachers studied believed that the more explicit formal knowledge of the developers was inadequate to the task of understanding or meeting the needs of the teachers' day-to-day situations. Boag's study provided evidence that effective implementation of a new program has to take into account sets of beliefs, including underlying assumptions and implied roles, which have implications for the commitments teachers will give to the program. This may involve fundamental irreconcilable views of the nature of human beings and social reality between program developers and the teachers who are expected to implement the program. Downey (1975) suggested that the 1971 Alberta Social Studies Curriculum failed to be implemented because teachers were unable to accommodate its value orientation.

Within the recommendations for research that arose from his study, Boag (1980) suggested the need for continued research on teacher perspectives of change proposals. Boag's major concern was the need to develop a better understanding of the role of perspective in the development and effective implementation of new programs.

This study attempted to add to the knowledge base provided by Boag, and others, in description and interpretation of teacher perspective of their professional life-world, including teacher reaction to proposed change. In their assessment of Social Studies research in the period 1955-1975, Wiley and Race (1977) contended that "many reviewers have expressed concern over the lack of a cumulative research base in social studies/social science education" (p. 165). This perceived lack is partly attributed to the fact that a large percentage of research studies have been conducted by doctoral students, with limited time and financial resources (Johnson, Payette and Cox, 1969; Payette, Johnson and Cox, 1970; McPhie, 1964; Gross and De La Cruz, 1971; Chapin, 1974). Other reviewers of research have suggested the need to develop cumulative research from a theoretical standpoint—implying that such a method would reduce fragmentation and provide more useful integrated inquiry (Cox and Cousins, 1966, in Massialas and Smith, 1965; Tucker, in Hunkins et al., 1977; Metcalf, 1963; Shaver and Larkins, 1973).

Organization of the Dissertation

It has been clearly established that teachers' practice of teaching does not necessarily reflect the plans of others (administrators, curriculum developers, colleagues) for them. Such research evidence (Jackson, 1968; Lortie, 1975; Fullan and Pomfret, 1978; Clark and Yinger, 1977; Spindler, 1957; Benham, 1977) implies complexity in teaching that needs to be studied in ways other than empirical analysis of hypothesis-related data. Therefore, and with the encouragement of researchers in the field (Shaver, Davis and Helburn, 1979; Smith, 1969, 1971, 1978; Wolcott, 1973, 1977; Janesick, 1977; Stake and Easley, 1978) this study was conducted by researcher participation in the life-world of the teachers of an elementary school. The role of researcher-participant was based on the theoretical framework of intersubjective understanding which allowed for the collection of data in situ over the period of a school year and interpretation of the data from the perspective of participant. The teachers' perspectives were paramount in this study, and that becomes clear as this dissertation unfolds.

In Chapter Two literature is reviewed on uncovering teacher perspective and of several attempts to analyze teacher perspective of their professional life-world. Attention is specifically given to teacher perspective on curriculum, particularly Social Studies, and how teachers' perspectives on curriculum influence implementation. The theoretical and methodological stance taken in being a researcher-participant is discussed in Chapter Three. In Chapter Four the research setting, in process, is portrayed through the lenses of the researcher-participant as interpreter. The participants in the teachers' professional life-world are introduced in Chapter Five, according to their characteristics, beliefs, and other distinguishing features, and the collected views of the teachers on schooling, teaching, and curriculum, are presented. In a researcher-interpreted view from the staffroom of the school the thoughts of the teachers within the environs of their professional life-world are presented in Chapter Six. Chapter Seven provides the reader with the researcher's reflective interpretation of the teachers' perspectives, and in Chapter Eight perceived implications and recommendations arising from this study are presented.

Chapter Two

REVIEW OF THE LITERATURE

The purpose of this literature review is not to provide a framework into which to fit the data from the research study, but rather to provide a background from previous research on teacher perspective that will place this research in perspective from the point of view of research on teachers and teaching. The theory produced by this research emerges from the data, as in the notion of grounded theory (Glaser and Strauss, 1967).

This chapter begins with a definition of teacher perspective, followed by analyses of models which have been, or could be, applied to teacher perspective. Werner (1977) has examined the notion of the ideal type of perspective, in which careful analysis is given to what constitutes perspective. In Esland's view (1971) teachers can be represented by pedagogical, subject and career perspectives. Keddie (1971) examines the educationist and teacher contexts as perspectives on schooling while Wilson (1976) looks specifically at the concept of child-centred teaching.

How teachers make sense of their world is examined in light of research by Janesick (1977), Duffy (1977) and Clark and Yinger (1977). There follows researchers' interpreted perspectives of what constitutes the professional life-world of teachers, as in the studies of Jackson (1968) and Lortie (1969, 1975).

Also in this chapter literature is reviewed on teachers' views on specific school-related matters, as elements of teachers' perspectives of their professional life-world, with special emphasis on teacher planning and curriculum, including curriculum implementation. On teacher planning Clark and Yinger (1977), Hunkins et al. (1977) and Posner (1980) provide a comprehensive review of recent literature. Teachers' views of curriculum, especially relating to change and implementation, are examined from views of research by Fullan and Pomfret (1978), Hunkins et al. (1977) and Odynak (1981). With the emphasis in this research study on teachers' views as they relate to teaching Social Studies, the studies of Boag (1980), Hunkins et al. (1977), Shaver and Larkins (1973), Shaver, Davis and Helburn (1979), Wiley and Race (1977) and Ponder (1979) are examined. To provide a context for the study of teachers in a specific setting, the background of Social Studies in Alberta Elementary Schools is reviewed.

Interpretations of Perspective

Perspective is, broadly, one's world-view. It can also refer to that way of interpreting, ordering, and as a consequence, acting, that a person brings to a situation. A person's perspective gives meaning to the world. Werner (1977) has defined perspective as a "subject-object relationship in which the subject selectively apprehends an object from the standpoint of his unique context, purposes and ongoing history" (p. v). Werner (1977) based his understanding of perspective on the social phenomenology of Alfred Schutz.

> Central to Schutz's phenomenology is the phenomenon of perspective because he sought to describe what constitutes our 'natural

> attitude': how we order, interpret and act within a life-world which is taken-for-granted by us. (p. 14)

To further clarify the meaning of perspective from the perspective of this researcher a statement by Connors (1982) is useful:

> A perspective contains components that help order the world: for example, presuppositions, interests, motives and commitments help define and cause actions that reflect the individual's perspective. (pp. 50-51)

In an attempt to clarify perspective conceptually, Werner (1977) sought to develop an ideal type of perspective which could provide a framework which would assist in uncovering or revealing perspective. Although the framework that Werner has provided is not used technically in this study, the conceptual understandings that were explicated by Werner coincide extensively with the viewpoint of this research, and therefore it is useful to introduce the reader of this dissertation to the conceptual framework of perspective which can be attributed to Werner.

For Werner (1977) the ideal type of perspective has three dimensions: schemes of reference, referred to as the Standpoint of the Thus, a context, referred to as the Standpoint of the Here, and an on-going application of these schemes to the world, referred to as the Standpoint of the Now. According to Werner (1977) the totality of the three standpoints is what a person "experiences as his outlook at any given moment" (p. 44).

Although Werner developed his ideal perspective in examination of the perspectives of social studies program developers, his conceptual understanding of perspective can readily be applied to any other person, and so is here applied to teachers, as an introduction to the collection and analysis of data in this study.

The Standpoint of the Thus, which is the total stock of schemes from which one views the world, consists of three parts. In the first part, designated "interests in Man," the basic position is that a viewpoint is guided by specific interests of (the teacher). These include "motives, plans, anticipations, commitments, hopes, fears" (Werner, 1977, p. 48) and are part of a larger scheme which Werner called an "interest relevancy system" (Ibid.). According to Werner (1977) this interest relevancy system helps (the teacher)

> determine and select which aspects of the social world are relevant to his purposes, which profiles and events concerning man are useful in terms of his plans, which objects and ideas are suited to his interest of social inquiry. (p. 49)

Within this interest relevancy system are "contours of relevance" (Werner, 1977, p. 50), those aspects of more concern to the (teacher) than other aspects, whereby some of the interests are given greater emphasis than others.

In the second part of the Standpoint of the Thus are the "Presuppositions about Man," and these involve the idea that

> The manner in which men order, interpret and act upon their world is never without suppositions, but only possible because prior beliefs define what reality and knowledge are and how both are to be legitimately formulated. (Werner, 1977, p. 52)

Werner draws on the philosophy of Schutz in considering the unquestioned presuppositions which are within the experiences that characterize one's outlook within a social group and are taken-for-granted within that group (Schutz, 1971, p. 96). In the area of metaphysical belief "any view on [teaching] . . . presupposes certain things about . . . being-in-the-world, about the meaning of existence"

(Werner, 1977, p. 54). Teachers also possess appraisive beliefs which are defined as "those prior beliefs concerning the worth, goodness, equality, and ideal of man which underly [teaching]" (Werner, 1977, p. 57). According to Werner "ethical principles concerning what should be done are often hidden guides for interpreting and acting upon man" (Ibid.). The principles by which teachers order and interpret their teaching world can be referred to as their epistemological beliefs, those presuppositions concerning how man is to be known, and how one knows that he knows. These beliefs and one's interest relevancy system guide the teacher in selection and organization in his program planning, implementation and evaluation.

The third scheme of reference within Werner's ideal type of perspective is designated "Approaches toward Man," and refers to the way in which "reality is carved up selectively and actively in one way or another" (Werner, 1977, p. 62). Within one's approaches toward man are relevant stocks of knowledge which make up the content of a teaching program. Knowledge is selected by teachers for its relevance to their purposes.

> Within a [teacher's professional life-world] . . . one can identify contours of relevance: some knowledges are stressed; some are merely mentioned; some are implied or assumed; some are neglected or purposely left out. The result is a perspective on [teaching]. (Werner, 1977, p. 67)

The methods by which knowledge-to-be-learned is constructed are at the service of the teacher's interests. Relevant roles within a teacher's approach to man (and teaching) are those which teachers give to themselves and their students in the life-world of the school. While teachers are assigned roles by society and superordinates within the educational system, they also assign roles to themselves and to their students.

Through these frames of reference the professional life-world of teachers is perspectivible. The teachers' perspectives can be uncovered through examination and interpretation of the text (the language and actions) of the teachers in their professional life-world.

Within Werner's framework for uncovering the ideal type of perspective is the Standpoint of the Here, which is one of context within which the teacher's perspective is developed, transmitted and maintained. The Here is the teacher's "lived-place in which he orders, interprets and acts upon . . . his [professional life-world]" (Werner, 1977, p. 71). The context in which one's perspective involves one's social location, which Werner considers has four distinct parts: group, symbolic, biographical, and body, location. Group location refers to the various groups to which a teacher belongs and would include the professional group, occupation, religious affiliation, political persuasion, generation and place of residence. All of these social groups tend to influence the teacher so that he

> accommodates his schemes of reference to that held by the group, but also tends to have his own outlooks shaped by the reality definitions and expectations of the position he occupies within the group itself. (Werner, 1977, p. 73)

Symbolic location refers to the teacher's language which also plays a part in the perspective held at any given time. The way a teacher has learned to categorize experience allows the teacher to typify situations, but at the same time, a perception of reality is being built which the teacher takes for granted. At the same time it is this very language which allows the teacher to formulate new and diverse perspectives. Biographical location refers to the totality of the teacher's experience to any given moment. This is the teacher's history, all of which plays a part in the development of the teacher's knowledge and way of viewing the world. Body location refers to both the physical body presence of the teacher in any location, and its moveability, and the spatial relationship between the teacher and other persons, groups, ideas and experiences. Those others who are spatially immediate may influence the perspective of the teacher more than those who are remote, spatially, from the teacher, rarely encountered and therefore probably on the edge of the horizons of consciousness (Wild, 1964).

Within the context of Werner's ideal type of perspective are reality co-ordinates, which provide the limits to what is taught by a teacher. These reality co-ordinates are located by the teacher's view of one of "multiple realities which are possible as context" (Werner, 1977, p. 82), by specific thought models and by horizons of awareness. When a teacher's viewpoint is focussed by one of multiple realities, the focus occurs in that

> . . . first . . . we are liable to think differently of the same object; and secondly, that when we have done so, we can choose which way of thinking to adhere to and which to disregard. The origin and fountainhead of all reality . . . is thus subjective, is ourselves. Consequently, there exist several, probably an infinite number of various orders of reality, each with its own special and separate style of existence. (Schutz, 1971, p. 135)

In his analysis of Schutz's notion of multiple realities Werner examines selected multiple realities. Paramount realities are the realities of the teacher's everyday professional life-world. When curriculum developers and administrators seek to tell teachers how to teach, through policies or programs, the teacher is being asked

> to suspend temporarily the interests, stocks of knowledge, relevances, hopes and fears, personal motives and projects, and logics in favour of theoretic schemes to be found in [policies and programs] for defining legitimate social problems and adequate solutions. (Werner, 1977, p. 86)

Within technological realities the emphasis is related primarily to the teacher's interpretation of ways of doing, in procedures, methods, treatments, remedial acts, and rules based upon the interests of control, certainty, efficiency and predictability of outcomes (Downey, 1975, pp. 66-87). For teachers theoretic realities may be bounded by specialized languages, textbooks and methodological rules rather than lived in, common-sense definitions, for defining relevant problems and approaches to teaching. A religious reality, for example,

> moves beyond the realities of everyday life to wider ones, and its defining concern is not action upon those wider realities but acceptance of them, faith in them. It differs from the scientific perspective in that it questions the everyday realities of everyday life not out of an institutionalized scepticism which dissolves the world's giveness into a swirl of probabilistic hypotheses, but in terms of what it takes to be wider, non-hypothetical truths. (Geertz, 1973, p. 112)

Teaching may be redefined as an ideal reality which portrays under controlled conditions what teaching is or should be. Within the framework of the ideal reality is the notion of aesthetic reality in drama or painting. Through involvement in fiction, theatre and much of television teachers are involved with illusionary realities, usually experienced separately from each other and from other types of realities so as not to cause contradiction within an individual's perspective.

Some realities are more important and powerful for teachers than others and teachers usually choose which of these multiple realities to participate in and with what degree of belief. As Werner states: "From the paramount world of common-sense which is usually held to be most real by [teachers], other sub-worlds exist with different degress of certainty and relevancy" (1977, p. 90)

More specific than reality co-ordinates, in Werner's view, are thought models, which "constrain how teachers and students will interpret man ~~and~~ the social world" (Werner, 1977, p. 91). Thought models provide the general framework within which knowledge, methodologies and roles occur. Illustrative of thought models that constrain teachers are subject organization, rules of inference and description, and guiding questions, which may be provided by curriculum developers, administrators, or colleagues. Each of these can be seen as a constraint mechanism of the thought models of teachers.

Horizons of awareness that teachers have refer to a pervasive sense, the wholism represented by the all encompassing background in which all of these contexts can be placed. The horizon of awareness is the widest reality co-ordinate in which teachers practise teaching.

Also as part of the contextual framework of Werner's ideal type of perspective lie plausibility structures.

> As long as he remains with the plausibility structure, the individual feels himself to be ridiculous whenever doubts about the reality concerned arise subjectively. He knows that others would smile at him if he voiced them. He can silently smile at himself, mentally shrug his shoulders—and continue to exist within the world thus sanctioned. (Berger, 1967, p. 155)

Plausibility structures exist to maintain as real and unquestioned both the naturalness and intersubjectivity of certain perspectives for teachers over that of the other, and possibly competing, outlooks. According to Werner (1977), in the natural viewpoint the "social world as experienced by the [teacher] and his interpretations of it, are to be accepted in general without question in the belief that the world is as it appears" (p. 99). The natural viewpoint is so much taken-for-granted that it is seen as reality, whereas in the intersubjective viewpoint the concern is for shared meaning. Berger and Luckmann (1967) indicate the distinction between the natural and intersubjective viewpoints by saying that

> I know that my natural attitude to this world corresponds to the natural attitude of others, that they also comprehend the objectifications by which this world is order . . . I know that there is an ongoing correspondence between my meanings and their meanings in this world, that we share a common sense about its reality. (p. 23)

Irvine (1980) has summarized Werner's definitions of the natural standpoint and the intersubjective standpoint in the following:

> These natural views are maintained through:
>
> 1. Legitimizations designed to convince people that what they are being told to do is the only right thing to do.
>
> 2. Appeals are made to theories, goals, rationales, testing, evaluation.
>
> 3. Isolation from alternative views is another maintenance factor. [Teachers or] programs with a uniperspective are ways also of isolating views.
>
> 4. Reification of knowledge which makes the [teachers] think that what they are [doing] is the "only possible legitimate interpretation of the social world" (Werner, 1977, p. 104) is another maintenance device.
>
> 5. Appeals to significant others is another way of maintaining the natural view. The appeal is often to the authority of other people.
>
> . . . Maintaining the intersubjective viewpoint . . . is accomplished through:
>
> 1. Controlled conversation networks refer to the control of vocabulary, of topics of discussion, of the definition of problems and solutions, . . . methods and questions, the

> groups to interact with, and the sources from which to seek information (Werner, 1977, p. 110).
>
> 2. Control of teacher conversation can be maintained through inservice, newsletters, journals, conferences, background reading (Werner, 1977, p. 111).
>
> 3. Development of commitment is another way to maintain the intersubjective view of [teachers].
>
> 4. Therapy is perceived by Werner as a "structure to counteract deviance" (Werner, 1977, p. 113). Through therapy, deviants are kept within the reality created by the [teaching profession].
>
> 5. Nihilism is a way of keeping other perspectives out of [a teacher's perspective] or of incorporating them into the perspective of the [teacher] so that they are no longer threatening to the [teacher].
>
> 6 [Teaching] must remain relevant to the participants in [teaching]. The [teaching] perspective will only be challenged [by] teachers [when they] no longer find it relevant. (Irvine, 1980, pp. 22-23)

Moving on to consider the Standpoint of the Now, Werner (1977) states that

> A perspective on [teaching] is not a static framework of schemes (Thus) located in some context (Here), but is an active and selective intentionality directed to [teaching] through time. (p. 121)

Werner explains that perspective is an ongoing stream of intentionality that is irreversible, cumulative, unfinished and dialectical. This stream of intentionality consists of all the separate acts of intention which a teacher makes continually. Through intentionality a teacher interprets and orders the social world of teaching and schooling, so that this interpreting and ordering become part of the teacher's perspective.

In summary Werner has developed a framework for examining the "ideal type of perspective." According to Werner (1977) the Thus, the Here and the Now

> define a perspective and are the co-ordinates of one's orientation to [teaching]. Therefore, one can identify, describe and compare outlooks on [teaching] in terms of the schemes by which [teaching] is apprehended, in terms of the contexts in which these schemes are situated, and in terms of the on-going experiences by which reality is defined. (pp. 135-136)

In this dissertation Werner's framework is not followed slavishly, but rather is presented here in some detail to fore-shadow the intricacies that exist in attempting to discern teacher perspective. It is hoped that by being part of the professional life-world of the teachers on the staff of an elementary school for twelve months that an acceptable interpretation of those teachers' perspectives has been uncovered. To provide an understanding of what is meant in uncovering perspective Werner's ideal type of perspective is valuable. The subjective nature of perspective, however, has influenced this researcher to interpretively uncover teachers' perspectives without being bound by a particular framework, although pointing out that such conceptual understandings are useful in one's own interpretation. In this research the teachers' perspectives arise from the data, and as such are not ideal types, but rather, expressions of reality.

Although Werner has significantly and ably dissected perspective in terms of his notion of the ideal type of perspective, others (Esland, 1971; Keddie, 1971; Wilson, 1976) have perceived perspective as being defined in different ways. Esland (1971) discusses teaching from three perspectives: pedagogical, subject, and career. Keddie (1971) examines teaching and schooling from the educationist context and the teacher context. Wilson (1976) pursues the notion of teachers and the child-centred perspective.

Esland (1971) has provided his three categories of perspective

> as guides for the sorting of data from participant observation and interviews. [These guides] suggest the social organization of teachers' perspectives and their grounding in socio-historical epistemologies. Teaching style is likely to reflect changing conceptual thresholds along these dimensions. (p. 87)

For Esland (1971), "the perspectives are meant to represent the constitutive categories of thought through which a teacher understands his occupational world" (p. 85). Esland (1971) represents his three perspectives in the following way:

A. Pedagogical Perspective

1. Assumptions about learning.
    a. Which psychological theories—explicit or implicit—are dominant?
    b. What assumptions are held about the qualities of responses from pupils which indicate whether learning is taking place?
    c. How does the teacher define favourable outcomes—the 'good pupil'?
    d. What is the definition of unfavourable outcomes—the 'bad pupil'?
    e. How does the teacher explain the distribution of good and bad pupils?
    f. What are the intentions, embedded in teaching procedures, for favourable outcomes?

2. Assumptions about the child's intellectual status.
    a. What is the teacher's implicit model of the child's thinking—psychometric or 'epistemological'? Is the child reified?
    b. Assumptions about age and learning—what are the constraints which chronological age is thought to place on learning?
    c. Assumptions about social class and its relation to thinking.

3. Assumptions about teaching style.
    a. Is a didactic or problem-setting technique thought to be most effective in the production of desired outcomes?
    b. Degree of control over communication thought to be necessary.

c. Degree of legitimation and public emphasis given to pupil-initiated cognitive structures.
d. Degree of reification of knowledge.

B. Subject Perspective

a. Which paradigm is defined as crucial, and what is the degree of integration between paradigms? What is the teacher's world view of the subject?
b. Which problems are defined as important for the subject?
c. How strongly articulated is the utility dimension of the knowledge—e.g. 'pure' v. applied; the subject content or its technology?
d. What are the criteria of utility—extrinsic: economic, humanitarian, world-improving, social integration; or intrinsic: developing particular qualities of awareness?
e. Assumptions about inferential progression from common-sense to theoretical knowledge.

C. Career Perspective

Assumptions about career location and relations with epistemic communities.

a. Degree of public legitimacy for his definition of subject and its methodology.
b. Perception of crucial diffusion centres of legitimate ideas and degree of access to them.
c. Significant others who reinforce his reality.
d. Ethnocentrism of social organization—nature of budgetary and departmental separation within institution. (pp. 85-86)

Within the pedagogical perspective, according to Esland, the teacher uses psychological models as a source of legitimation, as they greatly influence the teacher's organization of knowledge, and the existential development of pupils. Esland (1971) believes that with teachers "because of their professional isolation the theoretical ideas of their pedagogy are rarely invoked in their work situation" (p. 88). Esland distinguishes between the psychometric model and the epistemological model within the pedagogical perspective of teaching. The psychometric model

> regards the child—by definition—as a deficit system; a passive object to be progressively initiated into the public

> thought forms which exist outside him as massive, coercive facilities, albeit 'worthwhile' ones. It also legitimates a didactic pedagogy—the 'good pupil' is docile and deferential, cognitively at least—and it provides particular organizing principles for the selection and transmission of knowledge. (Esland, 1971, p. 89)

This point of view of teaching is characterized by Holt when he states that

> Practically everything we do in school tends to make children answer-centred. In the first place, right answers pay off. Schools are a kind of temple of worship for 'right answers,' and the only way to get ahead is to lay plenty of them on the altar. The chances are good that teachers themselves are answer-centred. What they do, they do because this is what they were, or are, told to do, or what the book says to do, or what they have always done. One ironic consequence is that children are too busy to think. (Holt, in Esland, 1971, p. 92)

Esland's (1971) "epistemological" model, developed by Piaget and Bruner, contains the pedagogical implication that the organization of the curriculum "into clearly-bounded zones can no longer be taken as axiomatic" (p. 96), and knowledge is "a much more negotiable commodity between teacher and pupil" (Ibid.).

In the tension that presently exists within individual teachers between the psychometric and epistemological models of thought, Esland (1971) believes that many teachers

> are not aware of the fundamental changes occurring in the basic parameters of their pedagogic reference points. The cognitive and existential anxiety which is induced may amount to anomie and a personal struggle to reintegrate their perspectives. They are experiencing the vertigo of a paradigm break-up in which certitude seems threatened by relativism . . . Relativism strikes at the roots of taken for granted reality and is usually resisted, not only because it may lead to an existential vacuum, but because it also relativizes authority and institutionally-convenient divisions of labour. (p. 97)

The pedagogical perspectives of teachers become interpretative filters in the selection and arrangement of knowledge in the curriculum.

Esland's (1971) subject perspective, through time, becomes "the habituated thought forms through which individual reality is constructed; in other words, they became part of the taken for granted stock of knowledge" (p. 99). A subject perspective, in Schutz's (1974) words,

> consists of a set of systems of relevant typifications, of typical solutions for practical and theoretical problems, of typical precepts for typical behaviour. All this knowledge is taken for granted by the respective social group and is thus socially-approved knowledge. (p. 348)

The notion of career perspective that Esland presents focusses on some of the professional and institutional constraints on the teacher's understanding of his work. The concept "career" refers to "the moving perspective in which a person sees his life as a whole and interprets the meaning of his various attributes, actions and the things which happen to him" (Hughes, in Esland, 1971, p. 104). This notion of career perspective involves commitment and situational adaptation and the constraints of joint action on individual reality definition (Becker, 1964; Becker and Carper, 1965). Esland also draws on the work of Schatzman and Strauss (1966) on professional processes and ideologies. In viewing their career perspective, teachers rationalize their teaching in the act of teaching. Schatzman and Strauss have developed a set of models which Esland believes can be used to analyze career perspective from the rationalized knowledge of the teacher. These models are summarized in the following way:

1. Interprofessional process—providing a view of an institution as "a professional arena involving confrontation and negotiation."

2. Professional process—"a perspective on professions emphasizing organizational and ideological segmentation and branching over time."

3. Public process—"a view of public rhetorics in terms of who understands what" about the work of a profession:

Socio-cultural processes—"a perspective on institutional forms as affecting professional practice, ideologies and careers." (Schatzman and Strauss, 1966)

These models, according to Esland (1971), allow the researcher "to penetrate the intentionality behind arrangements of knowledge" (p. 105). The professional process model of Schatzman and Strauss allows the researcher to examine the process of formation of alliances and subgroups, and further to examine the "functionalist" view of professions as homogeneous entities (Becker and Strauss, 1961). The individual career of a teacher within a school can be examined within the frames of reference of group and interest communities of which the teacher is a member. Teachers' career locations, in their perceptions of themselves in teaching, will frame the conceptual structures which they think are valid. Thus the teachers' perspectives in their cognitive location can be uncovered.

The "task of abstracting the perspectival styles and cognitive forms from the multiple processes of interaction . . . in which teachers are collectively located" (Esland, 1971, p. 109) is, according to Esland, a difficult task, and perhaps through his model, not really possible. It seems that Esland's view of uncovering teacher perspective is blatantly biased, ideologically, and offers a framework that is quite rigid. Therefore, aspects of Esland's conception of perspective are considered in the interpretation of the data of this research, but only as they arise from the data.

In considering teacher perspective Keddie (1971) distinguishes between the educationist context and the teacher context from which teachers think. For Keddie the educationist context sees the teacher as an armchair pedagogue, participating in discussions of school matters, such as streaming, and also participating in discussions of educational theory, which may be explained to an outsider as how things ought to be in school. For Keddie (1971) the teacher context is "the world of is in which teachers anticipate interaction with pupils in planning lessons, in which they act in the classroom and in which when the lesson is over they usually recount or explain what has happened" (p. 135).

According to Keddie (1971)

> . . . those teachers who will advance the educationist view in the discussion of school and educational policy will speak and act in ways that are discrepant with this view when the context is that of the teacher. While, therefore, some educational aims may be formulated by teachers as educationists, it will not be surprising if 'doctrine' is contradicted by 'commitments' which arise in the situation in which they must act as teachers.
>
> . . . teachers can hold discrepant views without normally having to take cognizance of the contradictions which may arise. For example, a resolution is partially affected by shifting the meaning of motivation from an assertion of the desirable in the educationist context to an explanation of the desirable in the teacher content. (p. 136)

Keddie (1961) accepts that what is and ought in a teacher's perspective do not have to be discrepant. However, she suggests that:

> Because in the educationist context the perspective is one of how things ought to be, it is not so obvious to teachers that they are drawing, albeit selectively, on what already is. . . . In the teacher context teachers organize their activities around values which as educationists they may deny. These values arise from the conjunction [of situation and ability] in the judgements teachers make on pupils. . . . Although the teacher may be the same person in both contexts, what he 'knows' as educationist about pupils may not be that which he as teacher 'knows' about them. The frame of reference shifts from a concern with 'things as they are' [as teacher] to 'things as they ought to be' [as educationist] . . . (pp. 138-139)

What is particularly interesting in Keddie's analysis of teacher perspective is the revelation of the ambiguity which may exist within the individual teacher, ambiguity which does not deny either the role of educationist or teacher. Although Keddie maintains that this ambiguity or discrepancy need not necessarily be present within the perspective of an individual teacher, her own research implies that this state of ambiguity may be normal in teachers. Keddie's notion is useful in this research study as one definition of teachers' perspectives, although it has been deemed important to uncover the meaning of context of this ambiguity for both individual teachers and the staff of teachers.

In looking at a very specific aspect of teacher perspective Wilson (1976) maintains that what is often stated as a "child-centred" view of teaching is probably far from it. Wilson's comments are useful to consider, as the teachers in this study believed themselves to be child-centred in their perspectives on teaching. What Wilson (1976) holds to be erroneous views of child-centred teacher thinking is illustrated in the following:

> I know many schools in which teachers view themselves as 'child-centred' although their children's freedom to learn is very tightly controlled indeed, in terms of mandatory syllabuses to

> be 'covered,' prescribed amounts of different subjects to be 'done,' 'basic' skills to be acquired first, and so on. Similarly I know of 'child-centred' schools in which children learn (or rather, 'do' schoolwork) not because they choose to, but because they are 'stimulated' into appropriate 'learning behavior' by inducements which have nothing whatever to do with what they are supposed to be learning, but which reflect clearly their teachers' unshakeable resolve that these, and only these, shall be the sorts of tasks which may be performed by children in school. (p. 158)

According to Wilson it depends on how the teacher views children as to whether teaching can or cannot be viewed as "child-centred." The term of "child-centred" can be used by teachers with greatly varying views of children, so that teaching of children among teachers can be mutually incompatible, although based on the stated perspective of being "child-centred." This argument by Wilson allows us to look again at what constitutes teacher perspective and what are the relationships within teacher perspective between teacher thought as educationist and teacher thought as teacher (in Keddie's terms).

Teacher Sense-Making

In considering teacher viewpoint, or perspective, it is necessary to understand what enables a teacher to make sense of his or her world, interpret it, and act rationally within it. According to Janesick (1977), a perspective is a reflective, socially derived interpretation of that which the teacher encounters that then serves as a basis for the actions that he or she constructs. In this study the assumption is made that this personal perspective reflects the teacher's interpretation of his or her experience, as expressed (or unexpressed) in a teacher philosophy. Other studies that have attempted to understand how teachers make sense of their world have looked at implicit theory (NIE, 1975), conceptual system (Duffy, 1977), or belief system (Brophy and Good, 1974) about teaching and learning. Although Duffy's (1977) study was in the subject area of reading, through the use of ethnographic field methods he was able to state that

> only four [of eight participants] teachers consistently employed practices which directly reflected their beliefs; these included two teachers who had structured beliefs . . ., a teacher who had an eclectic view, and one of the teachers having an unstructured belief system. . . . Of those whose practices did not reflect their beliefs, two of the teachers having strong unstructured belief systems were found to be smuggling elements of unstructured practices into an administratively-imposed program reflecting a structured view. Two other teachers holding unstructured views, however, did not consistently reflect their beliefs; one of the teachers employed practices which, to a large degree, were counter to the unstructured belief system she espoused, while a second teacher operationalized unstructured beliefs only some of the time with some pupils and some activities. (pp. 7-8)

The relationship between beliefs (as part of philosophy) and practice is an important one, particularly for the mental/emotional health of teachers, and also for the existence of conscious awareness of the use of programs and the interactive relationships between teacher and students. It needs to be recognized that all teachers are different, having different life-histories, contexts and expectations, reflected in their philosophical perspective. It follows that all teachers will not experience the same congruence between their perspective and a program, or indeed with a particular group of children in a particular context. If the reflection of beliefs is possible to examine in teacher planning and practice, then it may be possible to provide greater opportunity for congruence between teacher philosophy and program implementation and teacher-student interaction. To be able to gain acceptance by individual teachers of such needs for congruence in their professional life it is probably necessary to provide them with an acceptable analysis of his or her philosophy and actions. Therefore, this study emphasizes complex accumulation of data (through lengthy and close contact with individual teachers) and careful data interpretation, that will hopefully allow each teacher to acknowledge their professional perspective, so that each teacher is able to achieve a greater balance between thought and action in his or her professional life-world.

Within a study of teacher perspective, present research evidence suggests that "teacher thinking and teacher behavior are guided by a set of organized beliefs, often operating unconsciously" (Clark and Yinger, 1977, p. 301). Duffy's (1977) study suggests that the connection between a teacher's implicit theory and teacher behavior is a relatively loose one, mediated by circumstances such as availability of resources, peer influence, and student characteristics. Although Duffy's contention provides a greater understanding of the professional life-world of teachers, this study (Duffy, 1977) also indicates the need to uncover teacher perspective to the extent to which teacher thought and teacher action may exist in greater balance within teachers.

The Professional Life-World of Teachers

In Jackson's (1968) study, Life in Classrooms, teachers were asked three sets of questions from which Jackson was able to draw specific aspects of teacher perspective. The initial focus in Jackson's study was on how teachers know when they are doing a good job in their role of teacher in the classroom. Another focus concerned the relationship between the teacher's work and the institutional framework in which the teacher and students are embedded, with questions dealing with the ways in which the teacher's personal style of work had changed over the years, and with the teacher's feelings about having his own work evaluated. The final focus in Jackson's (1968) study related to the personal satisfactions that come from being a teacher, this focus being based on the assumption that something besides a monthly paycheck kept teachers coming back to the classroom year after year. The recurrent themes that were perceived by the researcher in this study as perhaps dominating the teachers' perspectives of teaching were immediacy, informality, autonomy, and individuality. Immediacy in the teachers' perspective on teaching referred to "the here-and-now urgency and a spontaneous quality that brings excitement and variety to the teacher's work, though it also may contribute to the fatigue he feels at the end of the day" (pp. 119-120). The teachers' perceived notion of informality related to how teachers believed that their teaching style had changed over time, and, according to Jackson (1968) in using "informal" the teachers really mean "less formal rather than not formal" (p. 128). The notion of autonomy which Jackson uncovered in his study is similar to the theme of informality but instead of focusing on the teacher's relationship with his students it concerns his relationship with his own superiors. Related to this notion of autonomy were two potential areas of complaint by teachers: "one concerned the possibility of an inflexible curriculum; the other concerned the possible invasion of the classroom by administrative superiors bent on evaluation" (p. 129). The fourth theme of individuality refers to "the teacher's interest in the well-being of individual students in his class and becomes particularly evident when the teacher is asked to describe the satisfaction he derives from his work" (p. 133).

As well as the four themes that Jackson (1968) extracted from his research on the life-world of teachers, several other important features emerged from the data. Teacher talk was found to feature an absence of a technical vocabulary, and is conceptually simple. Jackson (1968) suggested that four aspects of conceptual simplicity revealed in teachers' language should be noted:

1. an uncomplicated view of causality;
2. an intuitive, rather than rational, approach to classroom events;
3. an opinionated, as opposed to, an open-minded, stance when confronted with alternative teaching practices; and
4. a narrowness in the working definitions assigned to abstract terms. (p. 144)

Also suggested from Jackson's (1968) research were the notions that teachers manifest what are termed "romantic idealism" and "mystical optimism" (p. 150), while also describing a fundamental ambiguity in the teacher's role. The special ambiguous quality of the teacher's work results from dual allegiance—to the preservation of the institution of the school, and to the individuals who inhabit it. According to Cooley

> An institution is a mature, specialized and comparatively rigid part of the social structure. It is made up of persons, but not of whole persons; each one enters into it with a trained and specialized part of himself . . . in antithesis to the institution, therefore, the person represents the wholeness

> and humanness of life. . . . A man is no man at all if he is merely a piece of an institution; he must stand also for human nature, for the instinctive, the plastic and the ideal. (Cooley, in Jackson, 1968, pp. 154-155)

The teacher represents the ambiguity of being, in role, part of the institution of school, but more significantly, is a person doing a special task within society.

Another researcher who has been involved in uncovering teacher perspective is Lortie (1969), whose concern was particularly in understanding the tension of control and autonomy which exists within the professional life-world of teachers. Lortie views teachers as in command of "small universes" (self-contained classrooms) (p. 9), in which teachers spend most of their time with their students, with few occasions for superordinates to direct teachers without incurring the risk of embarrassing a "subordinate line officer" (p. 9). Lortie considers that the largely intuitive nature of teaching allows elementary school teachers to communicate their convictions that intimate acquaintance with specific students is highly relevant. As the teacher believes that no other person knows the particular characteristics and needs of her students as she does, "the teacher can 'agree in principle' with the superordinates while feeling certain that the principle does not apply to her particular circumstances" (Lortie, 1969, p. 9).

According to Lortie (1969) teacher perspective on teaching is formed partly on the past and partly on the context of the present. Teachers have been socialized into teaching through their own schooling, as students, and have formed ideas on what constitutes effective teaching. Teachers who were interviewed by Lortie were "able to describe their outstanding public school teachers in considerable detail, and some volunteered the information that they currently employ techniques learned as young students" (p. 26). On the other hand teachers in Lortie's study minimized the effect on their teaching of their colleagues as they said "we never see each other at work" (p. 27). This latitude in what teachers do, stemming from the isolation which is part of teacher role, is "structurally consistent with the widespread belief that teaching is, to some extent, a non-routine 'art' requiring judgment on the part of those practising it" (p. 30).

Lortie suggested that his study revealed that teacher autonomy in teacher perspective is developed partly through the reward system in teaching, with the reward system involving extrinsic, intrinsic and ancillary rewards. Intrinsic rewards were perceived by teachers as being most important from their perspectives, with the overwhelmingly selected item being "The times I know I have 'reached' a student or groups of students and they have learned" (p. 33). Lortie's research also suggested that from the teachers' perspectives they are more sensitive to students than to the hierarchy within schooling, and that teacher involvement in teaching is compounded by the "interminability" in teaching, that is that "one never teaches every student everything he would and should learn" (p. 35). As regards teacher culture, Lortie suggested that teachers enjoy sharing with their colleagues more than with other members of the educational hierarchy, but this is controlled sharing, as it is "the teacher who tests [ideas and suggestions] in the crucible of classroom experience" (p. 39). It seemed to Lortie that perceived equality among teachers is the foundation of teachers' autonomy. Allied with this sense of equality, there exists, according to Lortie, a solidarity among teachers that is based on a "dedicatory ethic" (p. 40) to their work.

Within the professional life-world of teachers there exists an individual world for each teacher, a world that can be shared collegially but which remains unique. What teaching is, or means, to a teacher, is uniquely personal, although the world of teachers can be more than vaguely understood from the manifested perspective of teachers in their life-world, as Jackson and Lortie have shown.

Research on Teacher Planning

Research on teacher planning provides an important element for understanding teacher perspective within the professional life-world that teachers inhabit. Early literature on planning in education was mainly prescriptive, recommending specific principles for curriculum planning (Anderson, 1956; Gwynn, 1943; King, 1950; Saylor and Alexander, 1974) and these principles focussed on the curriculum planning model proposed by Tyler (1950), and elaborated by Taba (1962) and Popham (1970). Under this model teachers decide on the desired ends and then select the appropriate means to achieve those ends. More recently an "integrated ends-means model" for teacher planning has been advocated by MacDonald (1965), MacDonald, Wolfson and Zaret (1973) and Eisner (1967), in which teachers first consider the activity, which becomes the context for objectives.

In a study by Zahorik (1970) the relationship between structured planning and teacher classroom behaviour was examined.

Zahorik concluded that the typical planning model of goals, activities and evaluation, resulted in insensitivity to students on the part of the teacher. From an intensive study of one teacher's planning (over five months) and a review of relevant research, Yinger (1977) formulated a teacher planning model. The first of three stages involved problem finding, which included the teacher's goals, experience, notions of the planning dilemma and the availability of materials. Stage two concerned problem formulation and solution, and over time there occurred a progressive elaboration, through investigation and adaptation, of the plans. In the third stage implementation and evaluation led to routinization which then figured prominently in future planning deliberations.

Teacher planning represents part of, perhaps is a reflection of, teacher perspective. It is through teacher thinking that plans, judgments and decisions are made that guide teacher behaviour. The belief that teacher planning lies within the context of teacher perspective suggests a "descriptive" model of teacher planning which attempts to describe (and explain, by interpretation) actual thought (and practice) in planning. As Posner (1980) has pointed out, in the descriptive model of teacher planning "there is no implicit claim that [teachers] are doing things correctly, but only that if changes are proposed they should take into account 'where the teachers are'" (p. 37).

In the arena of research on teaching Norman (1980) has argued that to understand teaching, incorporated with an understanding of teacher thinking there needs to be:

> consideration of other aspects of human behaviour, of interaction with other people and with the environment, of the influence of the history of the person, or even the culture, and . . . of the special problems and issues confronting an animate organism that must survive as both an individual and as a species, so that intellectual functioning might perhaps be placed in a proper perspective. (Norman, in Posner, 1980, p. 50)

In seeking to describe the reality of teaching (in planning), it is necessary to consider teacher beliefs, consciousness, development, emotions, and culture, as well as teacher thought. Therefore, to understand teacher thinking on planning that thinking must be placed in perspective, that is, what planning means to teachers.

Teachers and Curriculum

What constitutes curriculum has been a matter of controversy (Saylor and Alexander, 1974; Tanner and Tanner, 1975; Zais, 1976), although curriculum in the broad sense in which it is perceived in this study refers to an educational plan. Traditionally curriculum has been seen as planned experiences towards certain goals, or even more specifically, as a set of courses, to be taught (Zais, 1976). Many curriculum researchers see curriculum as that which is "intended" to be taught and learned (Johnson, 1970-71; Macdonald, 1968; Saylor and Alexander, 1974; Ledgerwood, 1975), while recently greater emphasis has been directed towards curriculum as that which is "experienced" (Zais, 1976; Taylor and Tye, 1975; Apple, 1980). As studies of the life-world of schools have indicated (Dreeben, 1968; Jackson, 1968) curriculum can be "hidden" in the sense that what occurs in classrooms differs from the teacher's intentions.

In the Study of Schooling five basic perspectives of curriculum were analyzed (Benham, n.d., pp. 6-12): ideal, formal, instructional, operational and experiential (p. 6). Odynak (1981) has provided an analysis of the meanings of these terms:

> From the perspective of curriculum specialists or experts, the 'ideal' curriculum—what curriculum ought to be—embodies highly desirable principles and practices derived from research and theorizing. The 'formal' or official curriculum, usually in a written document, expresses the expectations of persons or groups in authority, such as legislatures, departments of education, and school district officials, as well as the embedded interests of society. What the teacher perceives or believes is being offered to the students constitutes the 'instructional' curriculum, which passes through value screens, professional competencies, teacher interests, and teacher assessments of students' needs, interests, abilities and expectations. However, because a gap can exist between teacher perceptions of what is being done and what is really taking place, classroom observers can perceive and record the 'operational' curriculum, that is, what is transpiring in the classroom. Finally, student responses, intended and unintended, to curricula intended and not intended, represent the 'experienced' curriculum that is personal and unique to each student. (pp. 22-23)

In this study of teacher perspective the definition of curriculum is necessarily limited to teacher perceptions of curriculum, which incorporates the ideal, the formal, and the instructional, that is, what is intended or perceived to be intended, by teachers. For teachers, that is the curriculum.

Curriculum Implementation

In this study some focus was given to teacher perspective relating to curriculum change, that is, in response to the "new" curriculum document, the 1981 Alberta Social Studies Curriculum. The perspectives of teachers, as users of curriculum, have been diagnosed as a significant factor in the implementation of curriculum within classrooms (Doyle and Ponder, 1977-78; Sieber et al., 1972;

Sarason, 1971; Goodlad, Klein et al., 1970; Fullan, 1972; Jackson, 1968; Shaver, 1978; Downey et al., 1975). In a comprehensive literature review of the phenomenon of implementation Fullan and Pomfret (1978) identified two perspectives, the "fidelity" perspective (Crowther, 1972; Downey et al., 1975; Evans and Scheffler, 1974; Gross et al., 1975; Nauman-Etienne, 1974) and the "process" perspective (Berman and McLaughlin, 1976; Berman and Pauly, 1975; Elliot and Adelman, 1974; Shipman, 1974). According to Fullan and Pomfret (1978), the "fidelity" perspective aims "to determine the degree of implementation of an innovation in terms of the extent to which actual use of the innovation corresponds to intended or planned use" (p. 341), whereas the "process" perspective looks at "analyzing the complexities of the change process vis-a-vis how innovations become developed/changed, etc. during the process of implementation" (p. 341).

Based on their review of research on implementation which Fullan and Pomfret (1978) conducted, several factors concerning implementation in practice emerged: changes in materials, structure, role/behaviour, knowledge and understanding, and value internalization (pp. 336-340). In the analysis of the determinants of implementation, Fullan and Pomfret (1978) organized the various factors into categories, each with a number of specific variables, as listed below:

A. Characteristics of the Innovation
   1. Explicitness (what, who, when, how)
   2. Complexity

B. Strategies
   1. In-service training
   2. Resource support (time and materials)
   3. Feedback mechanisms
   4. Participation (in decision-making)

C. Characteristics of the Adopting Unit

1. Adoption process
2. Organizational climate
3. Environmental support
4. Demographic factors

D. Characteristics of Macro Sociopolitical Units

1. Design questions
2. Incentive system
3. Evaluation
4. Political complexity. (pp. 367-368)

Within this study of teacher perspective, as it relates to curriculum change (in the form of the 1981 Alberta Social Studies Curriculum) the factors listed by Fullan and Pomfret (1978) could be extrapolated, but the emphasis of this particular study relies on teacher perspective emerging from the data provided by the participants, and so is not imposed on a particular model, such as that provided by Fullan and Pomfret (1978). However, it is useful to acknowledge such a model, so that at least the picture which emerges in this study is seen in relation to previous literature on the phenomenon of (curriculum) implementation.

In matters of curriculum change (through innovation) House (1979) has described different research perspectives, which he identifies as the technological, political and cultural perspectives. Within the technological orientation was a systematic and rationalized approach, with the innovation process "separated into functions and components, presumably based on rational analysis and empirical research" (House, 1979, p. 2). Exponents of this technological orientation to curriculum implementation included Rogers (1964), and advocates of the R. D. and D. paradigm (research, development, diffusion) including Clark and Guba (1968) and Havelock (1971).

The political perspective sought to interpret the social event of curriculum implementation, examining the "advocacy" groups of such events (House, 1974; Berman and McLaughlin, 1975; MacDonald and Walker, 1976; Becher and Maclure, 1978; Kogan, 1978). Within the cultural perspective researchers have sought to examine curriculum implementation within the context of educational sub-cultures (Smith and Geoffrey, 1968; Smith and Keith, 1971; Sarason, 1971; Goodlad, 1975; Ruddock, 1977; Stenhouse, 1967; Elliott, 1975; Lortie, 1975; Wolcott, 1977; Stake et al., 1978). House posits that one's basic beliefs will be reflected in the perspective held on curriculum implementation. This review by House (1979) provides different perspectives which can be perceived by different interpretations of the data of this study relating to curriculum change, and the teachers' beliefs are reflected in the perceptions they hold of curriculum and curriculum change.

Social Studies as Curriculum

The introduction of new curricula has been researched within the context of Social Studies teaching from the point of view that new curricula are innovations. Such researchers have emphasized the degree of implementation of new curricula by comparing perceived present implementation with a rather subjective understanding of the new curricula. Arising from the data of such research has been the realization that the teacher as the instrument for implementation of new curricula is vital to such implementation. Within the role of teacher, as implementer, recognition has emerged that teachers' views are significant.

In research in Social Studies education it has been found that the perceptions of teachers who are expected to implement a new program are important as to the degree to which the new program is implemented, or whether the new program is implemented at all (Boag, 1980; Downey et al., 1975; Crowther, 1972; Shaver, Davis and Helburn, 1979; Wiley and Race, 1977). Downey et al. (1975) believed that teacher beliefs and attitudes can be ingrained so firmly that any proposed new program would be rejected if it was contrary to the teachers' perspectives. Boag's (1980) study provided evidence that in teaching Social Studies the level of commitment to new programs depends on the teachers' perceptions of the congruence between their own assumptions and roles and those perceived as being advocated by the new program. From his study Boag (1980) expressed a concern of the need to develop a better understanding of the role of perspective in the development and effective implementation of new programs. It has been suggested that the teachers of Social Studies in Alberta rejected a new curriculum (1971) because of the particular orientation of that curriculum (Downey et al., 1975).

It appears that what is regarded as the Social Studies Curriculum can be little more than a "figment of the imagination" of those outside the immediate world of teachers in schools. What the transmitters of curriculum in Social Studies, the teachers, perceive as being relevant in their situation, probably determines the curriculum that is actually experienced in classrooms (Shaver, Davis and Helburn, 1979; Wiley and Race, 1977; Downey et al., 1975).

In the view of Shaver and Larkins (1973) reviews of research in the United States have tended to focus on expert opinion and have not been significant in affecting classroom practice, while Hunkins et al. (1977) conclude a review of research in social studies education by stating that "[teachers] still need to be convinced of the relevance of and need for research" (p. 196). Considerations of teacher perspectives could lead to an increased awareness of such perspectives and assist in a more realistic and subjective basis for curriculum proposals in Social Studies.

Teachers and Social Studies

The National Science Foundation of the United States conducted a study of the teaching of Social Studies in American schools during the period from 1955 to 1975. Several major sources were considered in this detailed study, including an extensive literature survey, national surveys of offerings and practices, and a set of case studies of actual field sites. Despite the apparent imposition of new curriculum documents during that period the "N.S.F. reports suggest strongly that little has changed since the 1950's" (Ponder, 1977, p. 515). Ponder (1977) goes on to say that "the impact of curriculum revision has been severely diluted by the daily demands of school business and the constraints of teaching in classrooms" (pp. 515-516).

In the view of other researchers there is little agreement among classroom teachers, or educators in the field of Social Studies education as to what ends social education should serve or the most appropriate subject matter to teach. This provides resistance to attempts to unify Social Studies programs, to even provide programs that are consensually accepted (Wiley and Race, 1977; Denny, 1977).

The autonomy of teachers is evident from the high degree of personalism that pervades content selection in teaching Social Studies, with considerable variation among individual teachers regarding the topics to be taught and the time allocated to each (Denny, 1977; Smith, 1977).

The N.S.F. study revealed a tension between the views of administrators and developers and those of classroom teachers. The autonomy that exists in teaching was reflected in the personalism and particularism that was evident in Social Studies programs in schools (Denny, 1977). Social Studies teachers want to be able to choose the material they need themselves (Welch, 1977). Ponder (1979) believes that curriculum revisions in Social Studies have had minimal impact on what is actually taught in schools because of "the extraordinary social complexity of schools and systems" (p. 517). The demands on teachers of daily facing large numbers of students, of diverse abilities and interests in doing schoolwork constitute part of this social complexity. Classrooms seem to be characterized by the demands of immediacy and complexity as well as the task of maintaining co-operation to "get through the day" (Doyle, 1978; Dreeben, 1973). According to Ponder (1979) the essential structure of the Social Studies classroom environment "has not changed in the past twenty years, [therefore] teaching practices have not changed and change efforts are resisted because of their lack of congruence with teachers' perceptions of the most practical and workable methods in their own particular classrooms" (p. 518).

In 1979 an interpretive report was prepared by Shaver, Davis and Helburn on the status of Social Studies education in the United States, based on the three major National Science Foundation (N.S.F.) studies. This report highlighted the relationship between curriculum and classroom practice, teachers' views of Social Studies and schooling, the divergent views of academics, curriculum developers and teachers, research in Social Studies teaching, and provided recommendations for future research in the field of Social Studies education.

The N.S.F. reports indicated that the teacher is the key to what Social Studies will be for any student, as

> the teacher's beliefs about schooling, his or her knowledge of the subject area and of available materials and techniques, how he or she decides to put these together for the classroom—out of that process of reflection and personal inclination comes the day by day classroom experiences of students. . . . individual teachers have a great deal of freedom, often more than they recognize or wish to admit, in deciding what social studies will be. . . . their position as the arbiters of what goes on in their classrooms allow teachers to effectively veto curricular changes of which they do not approve . . . the ever-present reality is the teachers, interacting with students and deciding, day by day and moment by moment, what will happen in class. (Shaver, Davis and Helburn, 1979, p. 5)

The N.S.F. reports found that teachers believed in teaching the "basics" to their students. Social skills and attitudes were prominently in focus in the teachers' thinking. As Ponder (1979) has noted, these N.S.F. reports revealed an unexpected lack of change in Social Studies instruction, that "the students' social studies classes [were] strikingly similar to those that many of us experience[d] as youngsters" (Shaver, Davis and Helburn, 1979, p. 7). Teacher responses to the inquiry approach to teaching Social Studies, that is, the hands-on, experience-centred approach to learning, revealed that they believed that such an approach is unproductive, as they rely heavily on the authority of curriculum and text-book materials. Teachers perceived that their time with their students is precious and a very limited commodity and there is too much content to be learned, therefore the time spent on students formulating their own problems and seeking their own answers was being wasted.

As Shaver, Davis and Helburn (1979) point out "one of the most consistent C.S.S.E. [Case Studies in Science Education] findings was the concern on the part of teachers with what was termed the 'socialization' of their students" (p. 9). The concerns of teachers are with assisting students to learn to adapt to the schooling system, that is, preparing students for what follows in their schooling, and with preparing students to be citizens of society. In interpreting the data, Shaver, Davis and Helburn (1979) suggest that:

> The teachers' perception of their role in socialization fits, of course, the sociological and anthropological view that formal schooling functions in part to transmit and preserve the society's values. Recognition of the extent to which teachers view socialization as important—both for school success and citizenship—may help to explain why many curricular innovations have not been adopted. Critical thinking, inquiry, experience-based curricula may simply not be compatible with the socialization aims of the teachers called up to use them. . . . we picked up no feeling that . . . teachers . . . examine[d] the basic assumptions from which they teach. (p. 10)

In the National Survey on the teaching of Social Studies, one of the N.S.F. reports (1977), teachers revealed that other teachers, rather than academics or school system personnel (consultants, administrators) are the most important source of influence in matters of curriculum in schooling. As Shaver, Davis and Helburn (1979) point out:

> As part of the ongoing system of schooling [teachers'] own teachers imbued . . . values and norms in them as students. And now they have returned to participate in and contribute to the functioning of a system they learned to take for granted. [Also] they desire the approval of other teachers, just as other teachers seek their approval. . . . Most of [the] significant 'others' for teachers [fellow-teachers, parents, students] share the same concerns for socialization. (p. 11)

As for the teachers' perspectives of the role of administrative supervisors and consultants, it is suggested that:

> A basic reason that teachers tend to pay little heed to supervisors and their inservice programs is that they don't view these persons as informed about the realities of the classroom. Supervisors and consultants tend not to deal with the teachers' real and difficult teaching problems—such as keeping lessons going in the face of the inattention and disruptions of unmotivated children, adapting curricular materials to achieve socialization goals for which they had not been designed. It is not that teachers don't want help; rather it is that they want 'good' help, assistance that is responsive to their teaching situation as they see it, for they believe that they are best equipped to know what their needs are. (Shaver, Davis and Helburn, 1979, p. 12)

In seeking to understand why new curricula have not been implemented by teachers as had been intended by the curriculum developers it was suggested that teachers should not be accused of being "obstructionist," but rather that

> It is simply more appropriate to them to continue doing what they have done before—practices consistent with their own values and beliefs and those they perceive . . . to be those of their communities. The new materials just don't 'fit.' (Shaver, Davis and Helburn, 1979, p. 12)

In concluding their interpretive report Shaver, Davis and Helburn (1979) suggest that it would be worthwhile

> if teachers and professors and curriculum developers can become more conscious of teachers' beliefs and values, and of the origin and functionality of those beliefs and values as an integral part of the socialization function of mass education. (p. 13)

Acting as protagonists for the research approach employed in this study the "richness" of the data from the use of ethnographic field methods was emphasized (see also Shaver and Larkins, 1977). In hoping that there would be more such studies from that perspective in the future, Shaver, Davis and Helburn (1979, p. 14) state that the "strong feeling of reality" that was produced by using ethnographic field study techniques "vindicate[d] [the] advocates" of that approach. This sense of reality was achieved by the minimization of prestructured expectations and questions, and the reliance "for . . . data on field observers who are . . . involved, if analytical, participants in the setting of interest" (Shaver, Davis and Helburn, 1979, p. 14). By understanding the teachers' perspectives, through learning of their beliefs, values and expectations (as expressed by teachers) the realities of the teachers' world is uncovered, thus providing an understanding of what it means to be a teacher, including teacher use of and perceived effectiveness of teaching methods and materials. Significantly the N.S.F. reports on Social Studies education revealed the unexpected, that what teachers think about teaching Social Studies is often not what others (researchers, administrators, consultants) think that teachers think about teaching Social Studies. These N.S.F. reports revealed a sense of the reality that is the professional life-world of teachers, the meaning of teaching curriculum from the perspectives of participants in that enterprise.

The teaching of Social Studies has been likened to "an iceberg, with the tip—i.e. the activity—showing above the surface of the ocean, but with the mass of the iceberg—that is, the great majority of . . .

schools and social studies teachers going on as before—largely unobservable and/or observed" (Shaver, 1978, p. 4), and "as a deep lake with the wind rippling the surface. The innovations do ripple the observable surface of social studies education, but the great body of schooling below the surface remains largely undisturbed" (Shaver, 1978, p. 4).

Social Studies in Alberta Elementary Schools

What became Social Studies in the 1936 Alberta elementary school curriculum had previously been taught separately as History, Geography, Civics and Morals. In 1935 the decision was made "to fuse geography with history into a newly constructed area called social studies" (Letter from H. A. MacGregor, former Inspector of Schools, January, 1962, cited in Chiste, 1963, p. 73). The educational philosophy of Dewey was interpreted by the curriculum developers in the form of the 1936 Curriculum, placing the emphasis on the child, whose interests and activities were to guide teachers in their planning. Within this 1936 Curriculum there was plenty of room for individual teacher interpretation (Lazerte, 1936), and within the Curriculum document it was stated that

> It will be possible . . . for the teacher either to use the enterprise procedure [of pupil activities within a problem-solving mode of units of interests], or to present the material of the outlines in a series of formal lessons. In actual practice, however, the teacher will not find it desirable to follow exclusively either the enterprise procedure or that of formal teaching. (Alberta Department of Education, 1936, cited in Elementary Guide for Social Studies Enterprise, Interim Edition, 1964, p. 5).

The 1964 Alberta Social Studies Curriculum provided greater specification for teachers of the methods to be used in teaching Social Studies, particularly in the development of skills. Essentially an updated version of the 1936 Curriculum, the 1964 Social Studies Curriculum presented clearly what content was to be taught at each grade level, and concentrated on the traditional disciplines of History and Geography (and on civic, or citizenship, training).

Updating the Social Studies Curriculum occurred in 1971, and the new curriculum document was greeted as a significant new step in curriculum development (Massey, 1973). The 1971 Alberta Social Studies Curriculum represented a distinct change in emphasis from its predecessor, the 1964 Social Studies Curriculum, providing much greater teacher autonomy and introducing a new componential emphasis on values education. This emphasis reflected a trend in social science research in the 1960's in North America (Wiley and Race, 1977; Crowther, 1972). According to the 1971 Alberta Social Studies Curriculum "many decisions will be made at the district, school and classroom level in order to meet the needs of particular groups of students as well as the needs of individual students" (Alberta Department of Education, 1971, p. 21).

However, the interpretation and implementation that was left to teachers within the flexibility of the 1971 Curriculum, as well as its emphasis on values in Social Studies led to widespread concern (Massey, 1973; Aoki et al., 1973) among educators and the society at large. Indeed the major evaluation study that was conducted several years after the introduction of the 1971 Curriculum indicated that the Curriculum was not being implemented by most teachers in the province (Downey et al., 1975). This present study is concerned with understanding teacher perspective, a factor that was perceived by Downey et al. (1975) as being significant in curriculum implementation in classrooms.

In response to the reaction to the 1971 Social Studies Curriculum that was reported by Downey et al. (1975) an interim Curriculum was produced in 1978, which avoided the flexibility and emphasis on values education which had marked its immediate predecessor, and also presented greater Canadian content throughout the Curriculum. The 1981 Alberta Social Studies Curriculum reinforced the trend of the 1978 interim Curriculum, including rejection of the earlier theme of teacher autonomy, replacing it with significant prescriptions of what was to be taught, and at least an implied prescription (by not suggesting alternatives) of how to teach Social Studies. According to Hughes, so far in the 1980's "curriculum guidelines are being characterized by increasing specificity, prescription, and lack of flexibility" (Hughes, in Ledgerwood, 1981, p. 7). In looking optimistically at the 1981 Alberta Social Studies Curriculum Ledgerwood predicts that the Curriculum will produce, in the teaching of Social Studies, balanced objectives (equal attention to the achievement of values, skill and knowledge objectives), a broad repertoire of teaching strategies (rather than emphasis on lecturing or student reports), and varied learning resources (tailor-made for the Alberta Social Studies Curriculum). Ledgerwood also offers warnings against the shifting of control in matters of curricula from the teacher (as with the 1971 Alberta Social Studies Curriculum) to centralized curriculum "authorities." He warns that present trends could produce recentralization and politicization of curriculum decision-making and an over-emphasis on Canadian content, which would lead to ethnocentrism among students in Alberta's schools (Ledgerwood, 1981).

In the research setting for this dissertation the teachers possessed, individually, copies of the 1981 Alberta Social Studies Curriculum, having "handed in" their copies of the 1978 Alberta Social Studies Curriculum, Interim Edition. Although the teachers were given the 1981 Curriculum document during the 1980-81 school year, the year of this study, 1981-82, was when the Curriculum was given mandatory status for use in Alberta's classrooms. A word is in order about the 1978 Alberta Social Studies Curriculum, Interim Edition. In all but a few minor variations the 1978 Curriculum document was not changed by 1981, but rather presented as the official Curriculum, rather than as an interim document. Therefore, the teachers in this study were "following" the present Curriculum from 1978 to the period of this research study in 1981-82. In effect the teachers were not subject to a new Social Studies Curriculum, although its "new" status could be perceived by teachers as meaning a new Social Studies Curriculum.

This chapter has introduced the concepts which emerged from the data that were collected and analyzed in this research study, and acts as a fore-runner to the researcher interpretation of the data (in Chapter Seven) as it relates to teacher perspective. In Chapter Three the theory and method of the study are presented, linking the phenomenological approach in interpreting data to the ethnographic field method of participant observation. Chapter Four presents the research setting from the perspective of the researcher; Chapter Five introduces the participants in the study, biographically, including their characteristics and beliefs, and also includes a selective account of the collected staff views on the concepts of schooling, teaching and curriculum. In Chapter Six the story of the teachers' professional life-world is told from the vantage point of the staff-room of the school in which the participants lived out their professional lives.

Chapter Three

THEORY AND METHOD

Introduction

This chapter commences with an account of the methodological approach taken in the study, with arguments to support its position within traditional ethnographic research. What follows is the linkage of the purpose of the research (to uncover the professional life-world of teachers, from their perspective, and through intersubjective interpretation) to the phenomenological perspective of hermeneutics, within the complementary approach of the ethnographic field method of participant observation. An attempt is made to provide a linkage with other studies of cultural life-worlds which have used the theoretical framework of symbolic interactionism by explaining the extent to which symbolic interactionism is subsumed in hermeneutics (Filmer et al., 1972).

The theoretical stance of internal hermeneutics is discussed as being crucial to the researcher style in both data collection and data analysis. Participant observation as methodology is discussed conceptually and as a research process. The chapter concludes with an attempt to provide a summary of the researcher's synthesis of theory and method through examination of text and context and their interpretation.

Ethnographic Research

This research was conducted as an ethnographic study in which the researcher sought to collect and analyze data to describe and interpret the teachers' life-world. The ethnographic field method traditions of participant observation were carefully followed, in the belief that this method allowed the researcher to describe and interpret the life-world of teachers most appropriately and most valuably for himself, the informants, and readers of the study.

One of the most important criteria of ethnographic study is living among people to study behavior in a natural setting, with continuous interaction for at least several months in as many situations as possible (Wolcott, 1975; Ogbu , 1974; Wilson, 1977). This researcher was in the setting for several visits in February-April, 1981, continuously there in May-June, 1981, and from the start of the new school year in September, 1981, till April, 1982, with subsequent visits over several days in May-June, 1982. The different situations in which the researcher participated during that time included extensive hours over many months in the staff room, in each classroom, school assemblies, staff meetings, professional development activities, principal-teacher interviews, parent school visits, recreation activities, formal and informal social functions and countless personal and group conversations. (The interaction between researcher and informants is described and interpreted in detail in other chapters, especially Chapter Four.)

A further criterion in doing ethnographic research is that a variety of techniques should be used in data collection (Wolcott, 1975;

Janesick, 1977). During this research data collection procedures included notetaking of observations throughout the setting, of words, actions and material resources, formal and informal interviews, photographing events and settings, tape-recording of lessons and interviews on teacher philosophy, gathering copies of teacher plans, reports, children's work, daily staff memos, plus a great assortment of notices, texts and other resource material. This extensive data collection allowed the researcher to provide material context to the situation, in addition to the ever-present researcher perspective.

This ever-present perspective introduces probably the key element in ethnographic research—the researcher. According to Ogbu (1974) successful participant observation depends on personal attributes of the researcher: sense of perspective, objective skeptical approach to data, an 'ethnographic imagination,' capable of maintaining a reciprocal relationship with a person. Although the researcher probably considers that he or she has the required attributes, in light of such research being undertaken, such an assessment must also be made by others. In this study, the assessment of the researcher as ethnographer is provided by the informants, outsiders to the study (in this case, two professors from the author's supervisory committee) and ultimately, the readers.

When these criteria are followed, the researcher should be able to describe and interpret the perspective of the informants in light of the researcher's own perspective of the situation, in this case the life-world of teachers. The ethnographic account should be acceptable to both informants and non-participant readers as a reasonable account of the teachers' life-world.

The data which accumulated during the study were very extensive. The text, that is, written or oral statements by informants or used by informants, was provided in many ways: several interviews were conducted with each informant (usually for thirty to sixty minutes each, and subsequently transcribed); lessons of each teacher were tape-recorded and transcribed; written material from teachers (plans, reports) and the school (memos, notices) was obtained; also written resource material used by teachers; children's written work; and also direct quotations were noted during informal interviews and general conversations. The collected resource material, teacher plans and children's written work provided extensive data; transcripts of interviews and lessons filled more than 300 written pages.

The context of the research also includes a great deal of written material, in the form of researcher observations, including paraphrasing of conversations and informal and formal interviews, and notes during observation of lessons, and of the setting and personnel, of action and interaction. Notes taken of words and actions, conversations and interactions, in the staffroom, filled more than twelve hundred pages. Indeed, my note-taking in the staffroom led to a guessing competition, with several teachers almost daily guessing the page number that had been reached. The context within this study was also provided by the perspective of the researcher, including the knowledge gained throughout this intensive period of participant observation, and also in subsequent reflection.

This research was conducted as an ethnographic field study from a phenomenological perspective so that the researcher became part of the life-world of the teachers in the situation, in the sense that there was conscious intersubjectivity between researcher and informants, as well as between each informant and all other informants. To be able to understand, through interpretation, this life-world through researcher participation, the "work of thought" that is hermeneutics, was employed.

The purpose of using the phenomenological perspective within the ethnographic field study approach is that it allows the researcher to go beyond the purposes of giving "meanings for indigenous members" and construction of "abstract reality" that Powdermaker (1966) believes that researchers seek. The phenomenological perspective allows the researcher to go beyond Bruyn's (1967) notion of staying with the meanings for the participants, and the purposes of others, such as Homans (1967), of looking for general truths and hypotheses as more behavioristic social scientists. This study provided the opportunity for the researcher to uncover teacher perspective as a participant in the life-world of teachers, to understand the text provided in the words of teachers within the context of the life-world.

Phenomenology and Ethnography

The purpose of this study demanded an extended period of intensive situational contact with the staff of teachers in a school. In order to gain a realistic understanding of the teachers' points of view, their perspective, of their professional life-world, it was necessary also to be involved in a continuing dialogue of understanding with these teachers.

The phenomenological approach to understanding that was used as being appropriate and productive in this study was hermeneutics, which Ricouer (1973) says:

> . . . is the work of thought which consists in deciphering the hidden meaning in the apparent meaning, in unfolding the levels of meaning implied in the literal meaning. (p. 98)

In using this approach of hermeneutics, it is important to follow the

> . . . hermeneutic rule that we must understand the whole in terms of the detail and the detail in terms of the whole . . . (Gadamer, in Murray, 1978, p. 176)

Gadamer goes on to say that:

> . . . the movement of understanding is constantly from the whole to the part and back to the whole. Our task is to extend in concentric circles the unity of the understood meaning. The harmony of all the details with the whole is the criterion of correct understanding. (Ibid.)

Thus understanding produced from the hermeneutical approach becomes a "sharing of a common meaning" (Gadamer, in Murray, 1978, p. 177), as

> . . . when we try to understand a [situation], we do not try to recapture the author's attitude of mind but . . . we try to recapture the perspective within which he has formed his views. (Ibid.)

This interaction by a researcher within a situation, involving actors and their actions, allows the development of interpreted understanding, which is different from the understanding of the actor himself, and might be regarded as being "superior" or "richer" in view of the fact that the interpreter has access to (historical) context, and so has a more contextual perspective of the situation (including words, actions, interactions).

This understanding of the professional life-world of teachers is the primary purpose of this study; therefore this phenomenological approach to understanding by interpretation was used, in conjunction with participant observation, the field study approach employed by anthropologists and sociologists. By using the technique of participant observation, it was possible to achieve considerable empathy with persons in the situation, relating closely to them in their life-world.

According to Bidney (1973), life-world is "the world as given in experience prior to critical reflection, the world as experienced by man in society and in a given ecological environment [culture] . . ." (p. 136), and the task of the ethnographic researcher

> . . . is not merely to give an objective account and to record traits and artifacts abstracted from a given culture . . . but to describe and interpret the intentional meaning and the intersubjective symbolic meanings of the behavior and the interactions of the members of a given society. (Ibid.)

Therefore, the ethnographic method of participant observation was used over time to achieve a high degree of intersubjective understanding of the participants in the professional life-world setting of the staff of an elementary school. The anthropological concepts relating to social structure and relationships were studied to assist in the understanding of the life-world of teachers as a culture, that is, the cultural setting that constitutes the professional life-world of teachers.

The purpose of this research to understand the life-world of teachers from their perspective required the use of ethnographic field methods, particularly for their long-term, intensive, informant-centred data collection techniques, to provide the text and context that are necessary for interpretation by the researcher. Hermeneutics allowed the intersubjectivity between researcher and informants as an ongoing aspect of the data collection and also in the interpretation of both data collection and analysis.

Methodology

Theoretical Stance

Therefore, this study was based on the conceptual approach of internal hermeneutics (Werner and Rothe, 1980) to provide a framework by which the data of the study were collected and interpreted. The concept of internal hermeneutics has a great deal in common with the social psychology concept of symbolic interactionism (Blumer, 1967). Each of these theories can be characterized as a process of interpretation. Both theories view reality as being socially constructed (Berger & Luckman, 1967). Several of the recent studies used as theoretical and methodological forerunners of this study (Janesick, 1977; Boag, 1980; Field, 1980) employed symbolic interaction as the conceptual framework. This study followed a similar theoretical (and methodological) path, but, by basing the study in internal hermeneutics, important emphases are added. Greater emphasis is given to the affective realm of relationships and interpretation in hermeneutics than in symbolic interaction, which concentrates heavily on the cognitive aspects. It seems, also, that hermeneutics emphasizes more the biographical history of each member of a relationship than does symbolic interaction. The perspective of the researcher assumes much greater importance through the use of hermeneutics than through using symbolic interaction. For these reasons, symbolic interaction will not be discarded, but will assist in producing a sound base for the conceptual framework, with internal hermeneutics having many links with it, but extending from it to provide a more complete interpretive picture of relationships and situations. According to Filmer et al. (1972), it is worth noting that:

> The analysis of intersubjectivity by phenomenologists confirms, extends and sophisticates Mead's thesis (1934, 1959, 1964) concerning the social nature of the self. The coincidence of symbolic interactionism and phenomenology on this point suggest a basis for a synthesis between the two traditions; in view of their similar interests in the problem of meaning and the incomparably greater sophistication of phenomenology it seems likely that symbolic interactionism will increasingly be subsumed under phenomenological sociology. (pp. 126-127)

Symbolic Interaction

Within this theory, human beings are regarded as being rational and continually involved in giving meaning to their social world. Each person interprets what he encounters, including the words and actions of others. The response of a person to an encounter is based on the interpretation which is attached to any action, event, or object, so that ". . . human interaction is mediated by the use of symbols, by interpretation, or by ascertaining the meaning of one another's actions" (Blumer, 1967, p. 139).

So in the symbolic interaction theoretical approach, interpretation is the key to the attempts of a person to deal with the social world.

Mead (1934), as perhaps the earliest formal protagonist of the theory of symbolic interaction, viewed the "self" of each person as being a critical element in an individual's understanding and interpretation of his own actions and the actions of others. Through his "self" a person is able to define situations and make indications to himself about the meaning of his social reality, so that human interaction is mediated by symbols or interpretations. The composite of a person's interpretations over time constitute a perspective. According to Janesick's (1977) interpretation of symbolic interaction, "a perspective is a combination of beliefs and behaviors which characterize an individual's definition of a social world" (p. 43).

Becker et al. (1968) have divided perspectives into three categories for purposes of analysis:

1. Perspectives contain a set of ideas describing the character of the situation in which action must be taken. These ideas are definitions of the situation.

2. Perspectives contain actions or activities which one may engage in given the world as it is defined by the person.

3. Perspectives contain criteria of judgment.

As the methodology of participant observation that was used in this study endeavors to recognize, describe and explain (interpret) the perspectives of individuals (as well as a collective school staff), it was appropriate to note the linkage of the method with the concept of symbolic interaction. As Janesick (1977, p. 44) points out, Blumer believes that the position of symbolic interaction requires the researcher to understand the process of interpretation by placing and immersing oneself in the social situation under investigation. As Blumer (1967) states:

> The study of action would have to be made from the position of the actor. One would have to see the operating situation

> as the actor sees it. You have to define and interpret the objects as the actor interprets them. (p. 542)

So, for the adherent of the theory of symbolic interaction, a perspective is a reflective socially derived interpretation of what one encounters which then serves as the basis for actions which are constructed. A person's perspective is a combination of beliefs and behaviors continually modified by social interaction. In relation to this study, the perspective of the teacher has emerged from self-diagnosis, interpretation and response to the words (written and spoken) and actions of others, and is continually modified by continual impact of these and other elements.

Internal Hermeneutics

Hermeneutics, or the "science of interpretation" can be seen from at least two broad viewpoints, in regard to what it means to understand social phenomena and situations. Some field-work researchers take statistically or theoretically analyzable models (checklists, questionnaires) into a social situation. Such researchers want to see the capacity of the model or hypothesis to categorize in the situation, rather than attempting to gain the perspective of the situation of those members of the situation. External definitions are placed upon the situation, and on that basis the situation is described and interpreted (or analyzed). This constitutes what can be termed "external hermeneutics" (Werner and Rothe, 1980, p. 98).

Internal hermeneutics is concerned with the attempt of the researcher to interpret the phenomenon or social situation from the point of view of the elements of that situation. The interest lies in the interpretations of the actors in the situations. The researcher, in describing, attempts to faithfully reflect the situation from the viewpoint of the actors, the situation-as-experienced. The researcher attempts to grasp the actors' intents, to apply this meaning to the researcher's own context. The researcher attempts to interpret situations, activities, artifacts, conversations, and other human productions which are observed and described in the course of ethnographic field work.

Werner and Rothe (1980) suggest that conceptually, central to the view of ethnography as internal hermeneutics, are four premises:

1. Interpreting the social world is inherently different from describing the physical world.

2. Interpreting is a temporal and cumulative process of understanding.

3. The interpreter is an important part in the outcomes of interpretation.

4. Interpretation is characterized by consensual guidelines (Werner and Rothe, 1980, p. 99).

A brief discussion of each of these premises follows, with some implications for ethnographic interpretations.

1. The Physical and Social

Perceiving social objects has a structure different from perceiving physical objects because social objects have inherent meaning which needs to be interpreted, whereas non-social objects need to be given meaning. For example, a rock does not have meaning until people construct meaning for it, such as using it as a tool, as part of a building, as a weapon. In this context the non-social world is that which people encounter. It is already there prior to the meaning imposed upon it.

To define social activities and objects, we need to understand their construction and the imbued meaning which activates them.

> I cannot understand a social thing without reducing it to the human activity which has created it and, beyond it, without referring this human activity to the motives out of which it springs. I do not understand a tool without knowing the purpose for which it was designed, a sign or a symbol without knowing what it stands for, an institution if I am unfamiliar with its goals, a work of art if I neglect the intentions of the artist which it realizes. (Schutz, 1971, p. 10)

As Werner and Rothe point out (1980, pp. 100-102), to study social phenomena, researchers attempt to bracket part of their own perspective (or at least be aware of their bias) and to interpret the acts and viewpoints which structure a situation. Interpretation of meaning inherent within social phenomena and situations is an attempt to understand the acts and intents of the actors.

Interpreting is the attempt to impute motive to social facts. Social factors (as in planning and teaching school curricula) are based upon motives according to which they were constructed and are maintained. In this study the researcher is attempting to interpret the meaning of the words and actions of teachers and relate that interpretation to the teachers' perspectives as related and interpretively observed.

2. Process of Understanding

The researcher brings an initial perspective to the situation under study; however, in the ensuing research and writing, this perspective is shifted and at times drastically altered by what is observed, heard, and written, which, in turn, changes what is observed, heard, and written. Understanding is cumulative as the interpreter-situation relation changes over time. In this study, for example, as teachers came to a curriculum for the first time, their interpretations depended in part upon the program itself and in part upon their own outlooks on the subject area, their intents and motives, and their past and immediate actions (such as experience with previous curricula, or the particular class that is to be taught). The understanding a teacher grasps (of a curriculum) is derived from the ongoing combination of their own situation (their definitions, experiences, and perspectives) and the author's intent inherent in the program.

3. Understanding the Interpreter

Social data do not speak for themselves apart from some perspective within which they are interpreted.

> Hermeneutics asks the question: "What do I bring to the situation?" In contrast to Descartes' ideal of removing all presuppositions, hermeneutics acknowledges the fact that a person's thinking is always situated. My existence is always presupposed. All my knowledge of the world . . . even my scientific knowledge, is gained from my own particular perspective which resides in some experience of the world without which the symbol systems of science would be meaningless. My system of knowledge and relevancies is built upon the world as directly experienced by me. (Van Manen, 1973, p. 153)

Werner and Rothe (1980, pp. 107-109) state that there are several factors which influence the interpretation which a researcher may have of a particular situation.

1. Researchers interpret on the basis of their pre-understanding of the situation (including past experiences, biases, knowledge,

values, questions, and foreshadowed problems).

2. Interpretation is influenced by the interpreter's intent. The intents and relevances brought to any interpretation make the interpreter an integral part of the act and helps to determine in part the understanding derived from a program.

3. Another aspect of the subjective standpoint is the interpreter's style of concern for grasping the meaning of a perspective or situation different from their own.

> What is required is not indifference, as positivism in its heyday believed—'Grey cold eyes do not know the value of things,' objected Nietzche—but rather an engagement of feeling, interest, or participation. . . . This will must be directed and oriented toward a constructive purpose. Neither idle curiosity nor a passion for annihilating whatever differs from one's own position is an appropriate motive for this task. (Wach, 1958, pp. 12-13)

The intersubjective dimension needs to be understood in hermeneutics, particularly in relation to this study. There is no basis for interpretation of another—if we could not assume the overlapping and sharing of interests, outlooks, context, and situations amongst ourselves. An example used by Werner and Rothe (1980, p. 110) explicates the role of intersubjectivity in hermeneutics. As teachers orient their teaching to their interpretations of a program, they assume that their individual understandings are not just personal (in the sense of being meaningful to the subject alone), but that the meaning a program has for them corresponds to a large degree with the meaning it also has for its developers and for other teachers. Developers assume that a program can be experienced and interpreted typically by teachers and students as intended. The degree of intersubjectivity is problematic, but the presence of intersubjectivity is critical to the interpretability of the researcher in the situation.

4. Guidelines for Understanding

Although each of us has our individual interpretation to some extent of situations, there are implicitly shared ground rules, lending validity and reliability in interpretation.

Werner and Rothe (1980, pp. 111-112) suggest that the following general and overlapping guidelines of interpretation maintain shared understanding of artifacts, activities, texts, or situations.

1.00 Rule of Intention. The meaning of something is related to its intent:

  1.10 What are the actors' (authors') intended meanings? e.g.
  1.11 What are the primary ideas they intend to communicate?
  1.12 What are the projects (goals) to which activities are directed?
  1.13 Why are they saying or doing this (e.g. motives and reasons)?

1.20 What are the actors' (authors') frames of reference? (Situations are lived on the basis of certain frames of reference, most often taken for granted and unquestioned, because they are shared amongst participants), e.g.,

  1.21 What are the background goals, assumptions, values, experiences, and interests from which participants speak and act?
  1.22 What legitimizations are shared among participants?

1.30 What is the ongoing "Grammar" of the situation? (Parts of a situation are to be understood in terms of the ongoing intended whole). e.g.,

  1.31 What does a component part (activity, speech, event) mean in terms of the whole? (i.e. the meaning of individual words are interpreted in relation to use in sentences and paragraphs; figure and ground are inseparable).
  1.32 What are the relations among the component parts? How does each part relate to the rest of what has been said and done?

2.00 Rule of Context. The meaning of something is related to its context.

- 2.10 Immediate Context: What are the immediate contextual factors that prompted this act? e.g., antecedent conditions, expectations, time, place, etc.
- 2.20 Biographical Context: Who is saying this? Why? What led up to it? What does it mean in the overall experience of this participant?
- 2.30 Group-Institutional Context: What is the larger political, economic, or historical background within which this action or situation occurred?

The researcher accepted that understandings are shared, and that shared understandings are the basis of interpretation of the social world. The researcher was conscious that his interpretations are valid to the extent that he works within the interpretive roles of the participants. In this study, the researcher needed to interpret peoples' actions (and their report about their actions) according to the way they understood their everyday professional life.

Participant Observation

The methodology for this study emphasizes interpretation of meaning of participants within the particular setting of the school, and so the anthropological and sociological technique of participant observation was chosen. As Bruyn states:

> Unlike the traditional empiricist, the participant observer must view a culture just as the people he is studying view it. . . . This means he sees goals and interests of people in the same way that people see them, not as functions or experimental causes as would the traditional empiricist. . . . it means that he sees people in the concrete reality in which they present themselves in daily experiences. (Bruyn, in Janesick, 1977, p. 13)

In this study, the researcher took the role of "observer as participant." This provided several advantages: it permitted the observer to ask research-oriented questions, it encouraged teachers to provide the researcher with unsolicited information, and it provided the researcher with the freedom to participate or withdraw from activities at his discretion (Lutz and Iannaccone, 1969). The researcher became an extension of the school staff for the period of the study, so that the life-world of the school could be interpreted by one who attained empathy with the informants of the study. Such a method of involvement allowed understanding of "context" to develop, an essential element in reasonable interpretation of the situation. The meaning of the life-world of the participants, through their perspectives, was the key element of the study.

According to Van Manen (1979), the term "qualitative methods" covers an array of interpretive techniques which attempt to explain the meaning, rather than the frequency, of certain more or less naturally occurring phenomena in the social world. The researcher who operates within this qualitative mode trades "in linguistic symbols (Spradley, 1979), and by so doing, attempts to reduce the distance between indicated and indicator, between theory and data, between context and action" (Van Manen, 1979, p. 520). The generation of raw material occurs in the natural setting, close to the point of origin. Social phenomena are regarded by qualitative researchers as "more particular and ambiguous than replicable and clearly defined" (Van Manen, 1979, p. 520).

Data originate when a researcher figuratively places brackets around a temporal and spatial domain of the social world. Descriptions are fashioned around the territory defined by these brackets. Doing description is the fundamental act of data collection in a qualitative study (Van Manen, 1979; Werner and Rothe, 1980).

Qualitative researchers claim to know relatively little about the meaning of a given piece of observed behavior until they develop a description of the context in which the behavior occurs (Smith, 1976), and attempt to see that behavior from the perspective of its originator (Wolcott, 1975; Geertz, 1975). Such contextual understandings and empathetic objectives are unlikely to be achieved without direct, first-hand, and relatively intimate knowledge of the situation (Van Manen, 1979). This assumption of the need for contextual understanding was an important basis and guide for this qualitative study.

The particular qualitative methodology used in this study was ethnographic field study (borrowed from the discipline of Anthropology—see Spradley, 1979; Pelto, 1970; Wilson, 1977), with participant observation being the particular approach employed (Janesick, 1977; Boag, 1980). This technique allowed the researcher to gain close contact with the informants in the study, to describe the informants' perspectives from their point of view, and to interpret all of the data in light of a comprehensive involvement and understanding of the whole situation. Smith (1976) suggests that the researcher should "know" the whole (of the relationships within the environment being studied) better than any of the individual constituent elements. In the context of this study, the situation encompassed the professional life-world of the staff of teachers in an elementary school.

Ethnographic Studies

Janesick (1977) has reviewed ethnographies, using participant observation as a methodology, from a broad spectrum of research. These include Whyte's study of an Italian slum (Street Corner Society, 1943); Goffman's research into the everyday life of a psychiatric hospital (Asylums, 1961); the study of university undergraduates by Becker, Geer and Hughes (Making the Grade, 1968); Cusick's attempt to capture the life-world of adolescents within an institution (Inside High School, 1973); and the careful study of the professional life-worlds of medical students, by Becker, Geer, Hughes and Strauss (Boys in White, 1961). Recent studies within educational settings that have successfully employed this methodology include those by Boag (1980), Field (1980) and Odynak (1981), following the tradition developed by Jackson (1968) and Wolcott (1973). These studies, individually and collectively, indicate the value of ethnographic field techniques in social science research, implying that interpretations of meanings of social situations are valid and useful.

Validity

Validity is a central issue in qualitative studies. Bruyn (1966) suggests that the criteria and evidence for the validity of the description and explanation rest in the accurate portrayal of the subject's world. The participant observer carefully adheres to a number of guidelines and can insure that what he says is indeed a reasonable picture of the social setting. Homans has outlined six indices of subjective adequacy, which need to be followed to produce a worthwhile participant observation study:

1. Time—the more time an individual spends with a group, the more likely it is that he will obtain an accurate interpretation of the social meanings its members live by.

2. Place—the closer the observer works geographically to the people he studies, the more accurate should be his interpretations.

3. Social circumstance—the more varied the status opportunities within which the observer can relate to his subjects, and the more varied the activities he witnesses, the more likely the observer's interpretations will be true.

4. Language—the more familiar the observer is with the language of his subjects, the more accurate should be his interpretations.

5. Intimacy—the greater the degree of intimacy the observer achieves with his subjects, the more accurate will be his interpretations.

6. Consensus of confirmation in the context—the more the observer confirms the expressive meaning of the community, either directly or indirectly, the more accurate will be his interpretations of them (Homans, in Bruyn, 1966).

Research Process

As the study was based upon the ethnographic field technique of participant observation, it followed the anthropological tradition (Lutz and Ramsey, 1974), in describing and explaining teacher behavior and obtaining data from which it was possible to generate postulates for further research. It was important that the researcher maintain research status within the participant-observer situation. As Wilson states: "The researcher must develop a dynamic tension between the subjective role of the participant and the role of observer so he is neither one entirely" (Wilson, 1977, p. 250).

While the researcher brings some theoretical framework related to the study (Malinowski, 1922), the researcher avoids prestructuring the inquiry to prove or disprove some relationships of variables. Instead, as Janesick (1977) points out from her own study, hypotheses (postulates) are generated and tested (Glaser and Strauss, 1967) on a day-to-day basis while doing field work, and the explanation develops from the descriptive data. In the field, extensive notes are taken on the actions and statements of those under study. In some systematic fashion the notes are read, organized and tentatively analyzed. As the researcher remains in the field over a long period of time, patterns of behavior are noted and the frequency of the patterns is recorded (Spradley, 1979). In some cases the patterns may be the basis for further hypotheses and warrant further investigation. The researcher develops concepts to explain the phenomena of most importance. As the inquiry continues, the researcher makes sense of all these concepts by developing working models to explain the social world under study.

For the sake of analysis, the ethnographic research process will be described in four discernible stages: entry and establishment of researcher role, collection of data, analysis of data, ethnography.

Entry and Establishment of Role

Bogdan and Taylor (1975) suggest that acquaintanceship will tend to bias one's perspective and interpretation. This implies the need to develop a relationship with the informants for the purpose of the study from its commencement.

This study required the agreement to participate by the instructional staff, including the principal, of an elementary school. In this type of study it is necessary to judiciously explain the purpose and method of the study, so that sincerity of relationship is established, that will not be disturbed by an incongruity later in the study.

The role of the researcher is crucial, and needs to be adapted to the perceived situation as the field work proceeds. Researchers need to monitor the way their entry into the community is initiated both officially and unofficially because they know this will influence how people see them (Geer, 1964; Kahn and Mann, 1952; Vidich, 1955, in Wilson, 1977, p. 254). Most importantly, as Bruyn (1966) points out, the participants must come to trust and value the observers enough to be willing to share intimate thoughts with them and answer their endless questions (Wilson, 1977, p. 254). This stance is reinforced by Bogdan and Taylor (1975), who suggest that:

> Researchers remain relatively passive throughout the course of the field work, but especially during the first days in the field. Observers who drive into the field are unlikely to establish the kinds of relationships conducive to free and easy data collection. . . . They have to be exposed to their subjects so that the subjects can become familiar with them, develop trust in them, and feel at ease in their presence. A good rule to follow in the initial stage of the fieldwork is not to challenge the behavior or statements of the subjects or to ask questions that are likely to put them on the defensive. (p. 41)

Spradley (1979, 1980) supports this viewpoint, believing that a truer understanding of the life-world of the participants will emerge.

Collection of Data

The researcher needs to use a "disciplined subjectivity" (Wilson, 1977) in data collection. The participant observer uses multi-dimensional methods including direct observation, structured and/or unstructured interviews and the collection of artifacts and documents. The life-world of the participants is constructed using all of these data and also the total observed situation as perceived by the researcher. Spradley (1979) places great emphasis on the need to understand meaningfully the language of the participants and strive to be resistant to evaluating, interpreting or prejudging objects and events. By conducting an exhaustive data collection and by using Pohland's (1972) multi-perspective collection methods, the researcher is insulated from bias of perspective and interpretation (see also Smith, 1976).

Analysis of Data (Interpretation)

Interpretation of data begins as the first data are collected. This process is ongoing in ethnographic research. Smith (1976) identifies a number of operations which can be developed during data collection.

First, immersion in concrete perceptual images is possible because of the continual complex involvement with the participants in the real situation, and the accompanying wealth of raw data. As Smith states:

> The potency of this overwhelming flood of unorganized data to disturb one's cognitive map of structures, hypotheses and points of view cannot be overestimated. One sits in wide-eyed and "innocent" wonder and tries to capture, as much as possible,

> in the field notes and summary observations and interpretations the drama going on. (p. 333)

Smith's second distinctive operation is the interpretive aside, which represents impressions gained in the course of data collection, and which can be very useful later. As the researcher observes, such impressions strike chords of meaning within the situation. The third operation is conscious searching, that specific searching that accompanies the interpretive asides and the recorded observation. In this search the researcher endeavors to discover patterns or themes that can be substantiated by the data. According to Glaser and Strauss (1967) data collection should be directed by the emerging theory. This "theoretical sampling" is "the process of data collection for generating theory whereby the analyst jointly collects, codes and analyzes the data and decides what data to collect next and where to find them, in order to develop his theory as it emerges" (Glaser and Strauss, 1967, p. 45).

The major data analysis occurs when all of the data have been collected, when greater reflection is possible. Distance from the data collection situation and process probably produces a more objective treatment of the data. However, in this method of research, the analysis can not be divorced from the process and time of data collection because of the emergent nature of theory, which necessarily is grounded in the data (Glaser and Strauss, 1967).

Ethnography

The written interpreted description of the social situation requires the particular skill of making the situation "real" to the readers. The participants need to be able to accept the ethnography as a reasonable account of the situation. Readers outside the situation need to perceive the situation as real to the participants. For these reasons, the ethnographer needs to cultivate the skill of "disciplined subjectivity" (Wilson, 1977) in both the research setting, the analysis and the written account (Janesick, 1977).

Theory and Method in Reflection

Hermeneutics is usually applied to texts (as in writing), rather than situations (as in life-world). In order to follow as closely as possible the tenets of this phenomenological approach, data collection and data analysis (interpretation) were undertaken as the development of a text within context. To explain this further, there was a very strong attempt to collect data as if it were the spontaneous production of the informants, that is, the researcher endeavoured to introduce as few preconceived ideas as possible into the interaction of the research situation. For example, in interviewing teachers concerning their philosophy and planning one very general question was asked (e.g., What is your philosophy of teaching? How do you plan a program?) and almost all subsequent questions were based on the statements provided by the informants. Other data that were collected, such as transcripts of lessons, also provided this type of textual data, that is, the unelicited text of the informants.

The ethnographic approach to the study, as well as the perspective of the researcher, provided the context. The prolonged, intensive relationship between researcher and informants allowed the collection of a great deal of data in many different situations over time. In addition to observations, conversations, documents and informal interviews, formal interviews were conducted to provide data concerning the autobiographical perspective of each of the informants. This was gained by using (rather loosely) the Teacher Career Interview Guide (Appendix A), which ensured that similar aspects of each teacher's autobiographical perspective were available. The context unfolded as the researcher intersubjectively related to the teachers at social functions, recreation activities, special events, professional development activities, staff meetings and interviews between the principal and each teacher. Thus the context of the life-world of teachers was established, so that the "text" could be interpreted within the context of the teachers' perspective.

As an educator, with several years of experience similar to that of the staff that was studied, as well as several years of experience in teacher education, the researcher also provided historical context to the situation, being able therefore to interpret text and context through historical experience. The researcher's role in the situation provided the impetus to raising the consciousness level of the informants, by his presence, questions and his manifested perspective. The researcher and informants became inseparable elements of the situation.

Chapter Four

THE RESEARCH SETTING

The Method of This Study

Gaining Entry

From late February till early April, 1981, as part of my graduate work responsibilities, I was faculty consultant to student teachers in three schools in the city of Edmonton, including Mimosa Elementary School. At that stage I was completing coursework on my doctoral program and preparing my dissertation proposal. I felt that it was providential that I had access to schools at the time that I was needing to find a niche for my research study. Although the other two schools were interesting and the personnel congenial, I felt immediately "at home" at Mimosa Elementary School, and decided that during my "consulting" days there that I would "sound out" the staff. With three student teachers involved with different co-operating teachers, I had several opportunities to discuss with those teachers what I was proposing to study in my research. Each of them, in fact, broached the subject with me, being encouraged to do so by hearing my untamed Australian "accent." Each of these teachers expressed real interest in the research, particularly in the methodology of participant observation, and stated that they believed that it was probable that a number of the staff would be happy to be involved. By that stage in our communications my allocated time at the school was almost complete, so I decided to talk to Ms. Carlisle, the principal, about my proposal. We had established a congenial relationship with brief conversations on each of my visits to the school. Therefore, I was not surprised when she said that she would certainly be in favour of my conducting the research at Mimosa School, as she thought that research should be encouraged in schools, and this proposal seemed to be aimed at helping teachers. I was perhaps lulled into a sense that all was proceeding smoothly in my endeavours to gain entrance to a school for purposes of research over an extended period of time. So I was surprised, although upon reflection it was only reasonable, when Ms. Carlisle added that approval was not her prerogative. She said that

> It's up to the staff; they have a lot of pressures on them and will have more next year [when I was proposing to be there], and they may feel that they can't accept another pressure. That's entirely up to them. I couldn't say what they would decide, because I really don't know. (25/3/81)

Ms. Carlisle went on to tell me, in an official vein, that she would give me time at the next staff meeting to present my proposal to the whole staff, and receive their decision.

As I felt "at home" in the school, and because of the expressed support, I arranged to attend the staff meeting on 7th April, 1981. Without previous notice, I was introduced to the whole staff by Ms. Carlisle, and so I presented my proposal in about fifteen minutes, giving emphasis to the relatively new approach that I was taking to educational research, of seeking to gain the teachers' perspectives on their life-world. Several questions were asked about the level of involvement, the amount of disruption to classes and the methodology being employed—most questions were asked by the three teachers with whom I had had previous contact, and were asked in such a way as to support my objective of being accepted by the whole staff. With questions completed, there was a pause, and Ms. Carlisle asked me: "What should we do now?" and then answered herself: "Well, we'll just vote on it now." I expected to be asked to leave the meeting while the vote was conducted, but upon suggesting that, Ms. Carlisle told me that there was no need to do that. So I stayed. Ms. Carlisle then said, particularly for my benefit, but also as a reminder to the teachers: "Remember, it's our policy at Mimosa that the majority rules, so whatever the majority decides, we'll all do." I had not thought about gaining only partial support, even of a majority, so my mind went into a brief whirl of wondering whether I actually wanted only percentage support. I had little time to ponder, for the vote was taken; with sixteen teachers present, twelve supported the research and one abstained (verbally). Ms. Carlisle then said: "It's clear that we're in favour, so Ted, welcome to Mimosa." Then I was invited to stay for the rest of the staff meeting, and to the accompanying lunch, a significant feature at Mimosa staff meetings, as I was to discover. I was pleased that I stayed, as at the conclusion I was welcomed by several teachers and each of the three teachers who had not voted for the proposal (nor against it) informed me of their reasons. Two of them were retiring, so would not be at the school, and they did not feel that they could vote for their replacements. The other teacher said that as she taught kindergarten, and didn't specifically teach Social Studies, she didn't feel involved. I assured her that she could give me helpful information as a staff member, and she said that she would be happy to help. On my next visit to the school I was even more encouraged when the teacher who had verbally abstained sat beside me in the staffroom and told me that she would have a regular class the following year, but because of other school commitments would not be teaching Social Studies. I responded to her as I had to the kindergarten teacher, and this teacher also expressed her willingness to contribute to the study.

At the beginning of the new school year in September, 1981, I spoke to each of the three new teachers who had arrived at the school, explaining to them the proposal for research and my hope that they could also commit themselves to it. Each of them was highly enthusiastic, showing a similar keen interest to that displayed by the rest of the staff, particularly in the "new" methodology. Many of the teachers indicated that they were disturbed by the "lack of value, especially for teachers" of much of traditional research, and derived hope from the fact that this particular study would be long-term, in-depth, and would be an interpretation of the teachers' points of view.

At this stage I experienced a sense of satisfaction that I had achieved an important goal: all of the teachers on the staff had voluntarily indicated their support for the research project and their willingness to be involved in it. I believed that this commitment by all teachers was essential to the success of the study in which I was describing and explaining the professional life-world of a staff of teachers.

Upon reflection, and after speaking to colleagues, the ease of my entry into the school could give others a sense that gaining entry to conduct this type of research is an easy, minor consideration. I would not propose any rules for gaining entry, as I believe that each individual researcher needs to make an individual subjective judgment as to how to proceed, once having committed oneself to this type of research. In reference to this study it would probably have been preferable that my presentation of the proposal and the staff voting on it to have been discussed with the Principal before the staff meeting. As it was, both of us were relative novices in our roles in the situation, with me believing that I had assessed the "climate" accurately and so not really anticipating any difficulties, and both of us naturally inclined to believe that we could handle exigencies as they arose. (I was to discover this aspect of Janeen Carlisle's approach in the subsequent fourteen months.)

Developing Relationships

The months of May and June, 1981, were very important in this study. During that period I interviewed most of the teachers concerning their teaching philosophy, by asking an initial question (e.g., What is your philosophy of teaching?) and then allowing the teacher's statements to form additional questions. During this process I knew that I was looking at teacher perspective, so in a sense that guided the way in which I was interpreting teacher statements and continuing the dialogue. I spent at least half of each school day with the teachers during this period, not taking notes in front of the teachers (although summarizing events later) but using this time as an opportunity to develop relationships with the teachers. The tremendous co-operation that I received and dialogue that we enjoyed in the 1981-82 school year reflected the mutual knowledge and understanding that developed during that time, particularly through a "low-key" approach to the situation. I consciously tried to help each teacher feel relaxed with me in their situation, so that they would feel free to "be themselves." Throughout the research period this feeling of "being themselves" was communicated to me by most of the teachers. I was missed when unable to be at the school for a morning or afternoon, with several teachers usually commenting on my absence. Most teachers voluntarily stated that they viewed me as one of the staff, that they felt free to "be themselves," and that they couldn't detect any change from the normal in the behaviour of other teachers. However, several teachers, on occasion would make comments that indicated that when I was writing notes while in the staffroom that I was behaving differently from one of them (which, of course, I was!). Such comments were:

"Ted, don't write that down";

"Be careful, Karen, Ted's writing what you're saying";

"Ted knows everything that happens here, so you'd better be careful";

"Let's tie Ted's hands to the chair, and then have a real gossip session."

Such comments were invariably directed to personal or private conversation, and reflected the need for privacy, which I accepted at the time and in subsequent data collection and analysis. All teachers, as well as being given anonymity, were guaranteed control of the information that they communicated in the confidence of the life-world of the staff of the school.

Focussing the Research

The period of research for the last two months of the 1980-81 school year could be viewed as a "pilot" study, but I viewed it as a mutual orientation to the study of the professional life-world of teachers in a particular setting, with both the researcher-participant and the informant-participants developing consciousness of each other. As my own professional experience has included more than three years of training student teachers to observe detail in schools and classrooms, and of writing detailed reports on lessons, I felt that this stage of the research should emphasize the building of relationships for the more intensive study ahead. As I have encouraged student teachers to emphasize the building of relationships in their personal and professional development, I endeavoured to talk with each teacher individually at various times of each day.

As the 1980-81 school year came to its close the ramifications of studying the whole staff became more obvious, so that by the beginning of the 1981-82 school year I had decided on a course of action that I considered, as researcher, to be most valuable—that is, although I would spend time observing each teacher in "action" in the classroom, my major effort and interest was to be concentrated on teacher perspective, through teacher thought, as evidenced in their backgrounds (provided by their memories), philosophies, principles of practice, planning, daily thoughts, and reflections. In this way my hope was to uncover the perspectives of teachers from their own words (unelicited and elicited), rather than concentrating on my descriptions and interpretations of what they practised in the classroom.

The teachers' own thoughts, rather than my interpretation of their practices, were my primary interest in the endeavour to reveal teachers' perspectives of their professional life-world.

My Role in the School

Due to the nature of this research project, of being phenomenologically-oriented participant-observation, I became part of the life-world of the teachers of Mimosa Elementary School. Initially I had visited the school over a period of seven weeks (February to April, 1981) in my capacity of Faculty Consultant to student teachers and co-operating teachers, so I was viewed as a visitor from the Faculty of Education at the University. From April to the end of June, 1981, having been accepted by the staff as a resident researcher, I was able to spend time and effort in becoming acquainted with the staff, as persons and as professionals. During this period of relationship-building I was careful to act as an interested newcomer in the teachers' life-world. In the period from September, 1981 to the end of February, 1982 I was at the school for long periods each day, as researcher-participant, and from March to June, 1982, I attended the school, again as researcher-participant, to complete specific aspects of my research such as interviews with teachers, observing culminating lessons of teaching units, and to clarify through questions the data that I had collected.

From my welcome as a staff member at the staff meeting where my research proposal was accepted I felt that I was treated as a member of staff, though with a specific function that was not the function of any other person. My name, address and telephone number were listed with the rest of the staff, and my mail-box was another indication of my integration into the life-world of the school. On numerous occasions throughout the study the students related to me as they did to teachers other than their particular classroom teacher. I was introduced to the students by the principal at the first school assemblies that I attended. I was invited to staff social functions as a matter of course and I was rostered to provide lunch at staff meetings and at one of the professional development days that was held at the school. I was expected to be a staff member in a volleyball competition with a neighbouring school, a contest which we won. I was often introduced to parents or visitors as one of the staff, with specific reference being made to my role, by principal or teacher, if the situation seemed to require such an explanation.

In some ways, however, the specific nature of my role at the school was evident. The Principal stated on several occasions during the study that she was using me as a "sounding-board," particularly as she felt that she had no-one else to consult on matters relating to the staff where she apparently felt that it would be unethical for her to discuss certain matters with any other staff member. When the Principal "consulted" me my verbal response was that "I would listen but not advise." On three occasions at least the Principal was attempting to make a decision affecting the staff and actually asked me what I would do. One of those occasions concerned the question of whether or not to hire teachers' aides for the Grade One teachers, a matter which emerged towards the end of 1981. The Principal had told the staff at a staff meeting (in October) and the two Grade One teachers in private discussions that she would be happy to include in the school budget, there being adequate funds, part time assistance for the Grade One teachers if the enrolments in their classes rose above twenty four students, as from the beginning of the school year their class sizes exceeded those of other grades. The Grade One teachers had asked the Principal for teacher aides on several occasions since their enrolments had risen beyond twenty four students, and had also spoken to other staff members about the lack of fulfillment of their expectations. The Principal's argument to me was that she felt that she would certainly not require a teacher aide with such a class size and she was loathe to spend part of the budget even though the money was available to be spent. She said that it went "against the grain" to spend money unless it was really necessary and she suggested that her "hanging on to what I've got" reflected her father's attitude in the economically depressed period of her years as a child. As on other occasions, when the Principal asked me what she should do I said to her "I'll listen to you." The Principal proceeded, in this case, to talk for forty five minutes, putting forward her own arguments and those that she perceived to be the teachers' arguments. My only comments during that time were questions of clarification. As the Principal left the staffroom at the end of her almost monologue she said to me "Thanks very much, Ted, I've made up my mind." That same day she put into action her decision to hire part time aides for the Grade One teachers. The Principal often told me that I was her "sounding board," and she expressed that same notion to the two professors of my doctoral committee who visited the school. Since the conclusion of the period of data collection several university colleagues have told me that they have been told by the Principal of Mimosa Elementary School that "every school principal needs a sounding board like Ted," indicating perhaps that my presence as researcher had positive advantages for the school, at least from the Principal's perspective.

The teachers on the staff of Mimosa Elementary School often asked me comparative questions about schooling in my home country, Australia, and I endeavoured to answer their questions descriptively. When I was asked for my opinion on matters related to schooling I tried to reply with relatively bland answers, such as "I think that's interesting" (see page 440, for a sample of this situation). As mentioned earlier most of the teachers told me, voluntarily, that they believed that they and their colleagues acted "naturally" while I was with them.

Another part of my role as participant-observer at the school was to speak, when invited by classroom teachers, to classes about Australia, and this form of participation in the life of the school occurred primarily at Thanksgiving (which is not generally celebrated in Australia) and at Christmas (as in Australia Christmas Day temperatures often exceed one hundred degrees fahrenheit), and I spoke to two classes at the time of Hallowe'en (which is also not generally celebrated in Australia). Through these talks, and because of my regular observational visits to classrooms students would treat me as a staff member of the school, greeting me when we met and conversing with me when there was time and interest. On several occasions I heard students tell their peers that "Mr. Boyce is a teacher here for this year," a reflection of the introduction of me given by the Principal at the school assemblies.

As well as being a "sounding board" for the Principal, I became a listener among the staff, a role that reflects my philosophical view of social relationships. Whereas, however, in regular social intercourse I am an active listener, responding and initiating verbal interactions, in the research setting I consciously endeavoured to respond to the teacher-talk with descriptive or clarifying questions. Interesting developments occurred during my period of participation in the teachers' professional life-world, in the relationships that I had with individual teachers. Early in the 1981-82 school year one of the teachers was very communicative of his thoughts and feelings, but in the latter part of the school year he virtually "dried up" as a source of information, and I believe that this change in behaviour reflected the situation in his personal life and in his relationships with the teachers in the school. With many other teachers the opposite occurred. During the early phase of the study in the 1981-82 school year most teachers were very willing to provide information and seemed to be free in their normal staffroom relationships, but as time went on many teachers sought me out and at times insisted on me writing down their thoughts and feelings, to the extent of repeating their words so that I was sure to write down accurately their words, as symbols of their thoughts and feelings. Some teachers would call me over to their conversation so that I could record the revelations of their thoughts and feelings, and others would seek me out to tell me what they had been thinking about overnight or during the weekend.

I was different from the rest of the staff, as I usually sat in the staffroom writing notes. However, that became an accepted role, and at times, expected. There were times when I was gently chastised for not recording. The teachers, as they communicated to me, believed in the study, that it was "reality," their reality and they wanted to do their part to prevent adulteration. The teachers often said, and particularly as the period of data collection was ending, that although they had never read a graduate thesis and didn't want to, they would read with avid interest this story, as it was their story. It is my hope that the readers of this dissertation will gain a similar impression, that this is "their story," the story of the professional life-world of teachers, from the perspective of the teachers at Mimosa Elementary School.

The choosing of pseudonyms for themselves by the teachers contributed to the teachers' feelings that this was to be "their" story. Some of the teachers, including the Principal, were unable to decide on their pseudonym for several weeks and several teachers "tried" names for their own thought and for reaction from fellow teachers before finally deciding. Many of the teachers consulted their families about names, others used favourite literary characters. One teacher asked his four year old son to decide on his pseudonym. As the pseudonyms became common property, through discussion, several of the teachers, for several weeks, referred to themselves and others by their "new" names. Some teachers thought that real names should be used, but others were sensitive in the matter, and anonymity had been offered from the commencement of the study.

Each participant in this research study was guaranteed, verbally, access to the data that were provided by each person, with the understanding that material to which a participant was sensitive would after discussion, either be qualified in the dissertation with the participant's approval, as in the case of material that I as the researcher felt should definitely be included, or deleted, where participant sensitivity was still contrary to the inclusion of certain data. Ethically this study was conducted in the belief that data that were provided were the private property of the donor and were not released publicly by presentation to me as the researcher-participant in their life-world. To be true to myself, and to this study, theoretically, conceptually and in my view, methodologically, the personal and professional possessions of the participants should be maintained with integrity. In using this approach I don't believe that the study suffers significantly, not only because of the enormous amount of data generated and collected, but more importantly because this is "their" story.

Although I have been emphasizing that this story is their story, that is, the teachers' story, it could be interpreted as "our" story, as I was part of the lived world. It will be obvious, therefore, to the reader that this is our story. However, as I was not a teacher, and this story is of teachers' perspectives, I have chosen to call it "their" story.

An interesting aspect of my role in the school was that of newcomer. It was through the other newcomers to the school, the three new staff members who arrived in September, 1981, that I gained a valuable perspective on the professional life-world of the school, as for these teachers there were new experiences, which they related to me. That each of the three new teachers had been teaching in other schools for at least nine years was I think of much value, as to them the experience of being a teacher was not new, but the situation in which I was a researcher-participant was new and caused them to comment. They also compared their experiences in the situation at Mimosa School with their experiences elsewhere. Staff routines were new to these teachers, therefore remarkable. Much of what was taken for granted by more established staff members was revealed by these newcomers to the school. My personal perspective as a newcomer was extended because of my background as a non-Canadian, but yet as a teacher, with "common" experiences in relating to the teachers in this study. Although culturally my perception is that differences between Australia and Canada, and between Australian teachers and Canadian teachers, are minimal, I was able to use those differences to explore certain aspects of the life-world of the teachers in this setting. For example, in Australian elementary schools it is rare to have an afternoon recess period, and it was interesting to note, first the incredulity and then the thought and reflection that followed my questioning of what afternoon recesses "meant" to the teachers. Another significant difference between the Australian and Canadian school situations is that several staff members, in Australian schools, are rostered on lunch supervision duty at different stages of the lunch period, as few children go home for lunch, whereas at Mimosa

Elementary School no staff members were involved in such supervision, as the relatively few children who remained at school were supervised by paid assistants from the community. Therefore, my "newness" in the situation, and yet my understanding of "being a teacher" allowed me to uncover the professional life-world of the teachers in this research situation more readily and completely than would be possible from other perspectives.

Throughout the period of research I maintained communications and developed relationships with each teacher in a number of ways. As one who was privy to the social conversations of the staff, and of groups of teachers, I became aware of many of the evening, weekend and holiday interests and activities of the teachers, and of much of the personal and family situations of each teacher. While this knowledge gave me greater sensitivity and understanding of the personhood of each teacher, it would be improper to report much of that "private" knowledge. Only rarely was I advised that what I was hearing was private, so it was left to me in many other instances to keep information out of the public "gaze." It is my belief that teachers will reveal of themselves, first of all, what they wish to reveal, but also on their assumptions of the listener; in effect, they evaluate what is wisely said in the context, that is, they judge their audience carefully before revealing themselves.

The School

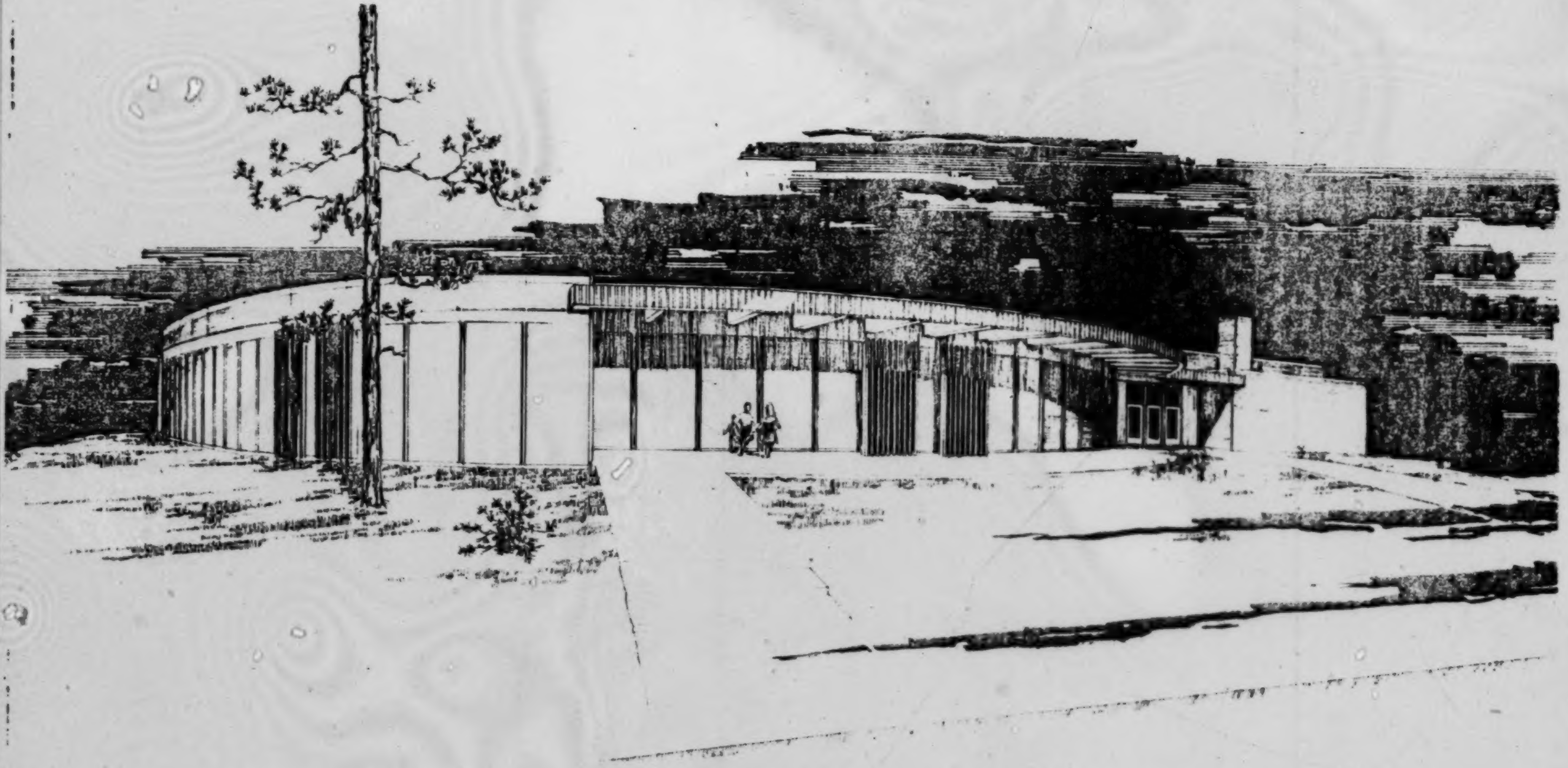
Mimosa Elementary School is situated in a middle socio-economic status area in the western part of the city of Edmonton, in central Alberta. The community surrounding the school is experiencing the social changes of typical suburban society in large urban centres in much of the Western world, of family problems, single parents, and parent or parents at work during the day. As the teachers indicate in their story (Chapters Five and Six) the social situation has changed in the local community in the past ten years and is reflected in the teachers' roles in relation to the students.

In the Mimosa Elementary School school-based plan that was produced at the end of the research period (June, 1982) the school is described in the following way: "The school building, constructed in 1966, is circular in style with the music room as core, and the learning resources centre, school offices, open areas and classrooms fanned around this core." (See figures and photographs on following pages.)

The semi-circle of "closed" classrooms (Rooms 1-8) were used by teachers as self-contained units, with students' desks usually arranged in single rows, although each of those rooms had a place, usually carpeted, where the students congregated, seated, near the teacher, for story time and on other less "formal" occasions. The rest of the school was designed for "open-area" teaching, but the year of the study saw the fruition of the teachers' efforts to have their individual class spaces enclosed. Noise and student movement were seen as the major undesirable elements of the "open-area" arrangement, but also the sense of being "in the public eye" was

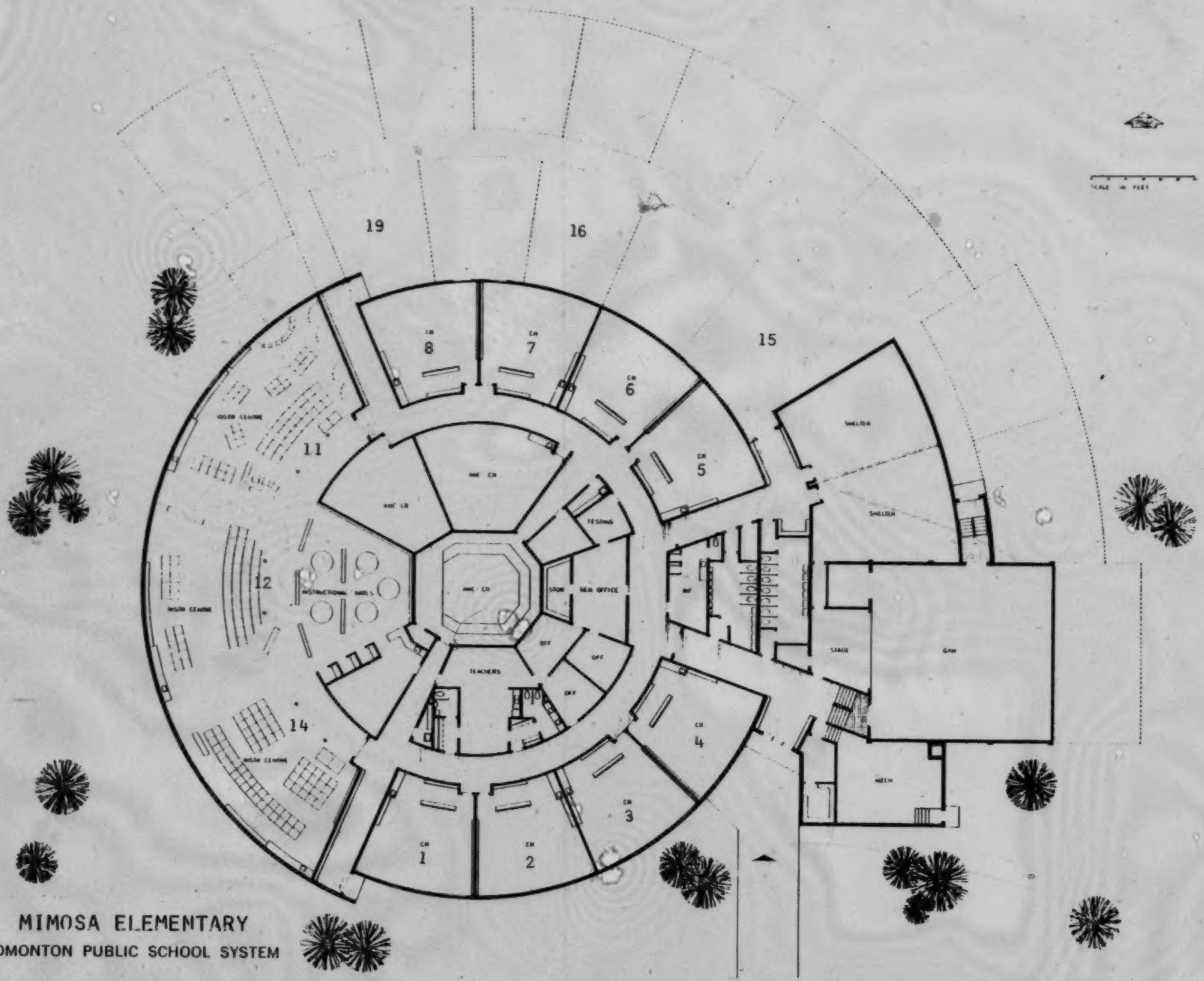
THE EDMONTON PUBLIC SCHOOL BOARD

Is Proud to Announce the Official Opening of



MIMOSA ELEMENTARY SCHOOL

Friday, March Tenth, One Thousand Nine Hundred Sixty-Seven
Eight O'clock


SCALE IN FEET
19
16
15
CR 8
CR 7
CR 6
CR 5
CR 4
CR 3
CR 2
CR 1
11
12
14
MEDIA CENTRE
MEDIA CENTRE
MEDIA CENTRE
INSTRUCTIONAL AREAS
ANC CR
ANC CR
ANC CR
TESTING
STOR
GEN OFFICE
OFF
OFF
OFF
TEACHERS
SHELTER
SHELTER
STAGE
GYM
MECH

MIMOSA ELEMENTARY
EDMONTON PUBLIC SCHOOL SYSTEM

ELEMENTARY SCHOOL

Mimosa Elementary School - From the Street

Foyer Display to Welcome Visitors

COLOURED PICTURES
Images en couleur

View of the Staffroom - From the West

View of the Staffroom - From the North

COLOURED PICTURES
Images en couleur

View of the Staffroom - From the South

Teacher's Office

COLOURED PICTURES
Images en couleur

Classroom Plan - View from the Front

Classroom Hallowe'en Display

COLOURED PICTURES
Images en couleur

Classroom - From Open Area to Enclosed Place

Classroom - View from the Entrance

COLOURED PICTURES
Images en couleur

contrary to some teachers' perceptions of their role. There was a sense of expectancy prior to the new walls being put in place, followed by a sense of relief, that things were as they should be, when the enclosures were in place. The teachers involved insisted that they were quite happy in teaching in "open areas," but they preferred the walls, as they provided both themselves and the students with a sense of belonging, "a home[-room]."

The school building plan seems labyrinthine to a newcomer, with the new teachers to the school in 1981 saying even after several weeks that they could easily become "lost" in the corridors. The music room, library (learning resources centre) and gymnasium were used by classes according to a regular weekly schedule, and the art and science rooms were used irregularly by some classes. The shelter room was used as a lunch room and as the entrance point for students returning from lunch at home on winter days when the thermometer registered beyond -25°C, or when there was significant wind-chill factor. The warmest part of the school was the boiler room, adjacent to the custodian's office, through which the teachers walked to the car park on cold days.

The school plan also states that

> Peak enrolment at the school was in 1974 at 519 pupils. The current enrolment is 313, with 48 of these pupils busing from the Belrose community. Our September, 1982, projection of 321 pupils includes only one special education pupil, although we expect to provide school-initiated programs for more, and this projection does not show an expected growth factor of 10 from Belrose.

According to the Mimosa School Plan the school operates on a particular teaching philosophy:

The school operates on a generalist philosophy with teachers assigned a heterogeneous grouping of pupils for which they are responsible for "knowing" each pupil as a whole child and providing programs/experiences which will result in the developmental learning of each.

To assist teachers in "knowing" pupils and providing appropriate programs, every effort is made to maintain reasonable-sized classes and to provide a strong support system to the teacher. As a support to classroom activities, we have planned for the following:

a) advice and assistance by a school counselor, learning resources teacher, and system consultants.

b) advice, assistance and feedback from the principal, as in-school educational leader.

c) regular and on-going assistance from the resource teacher in providing suitable programs for all pupils in the form of in-class observations and team teaching, and out-of-class assistance in planning with teachers, sharing ideas and further diagnosing of pupil needs.

d) regular assistance in preparing materials, making displays and helping pupils, by teacher-aides and parent volunteers.

e) assistance in preparing for developmental learning by implementing part of our professional development program which allows small groups of teachers who plan and teach together, a minimum of one half day release time to prepare for improvement in one identified area of need, for example, implementing the new mathematics program, or utilizing one of the newly recommended science series. The plan is that, as well as the school objective to which the entire staff will work, individual teachers will have individual goals.

A major commitment of our previous two school plans and in this one as well, is to continue developing the role of the teacher in providing effective learning environments for meeting a range of pupil needs. Thus, we have planned for the following:

1) Cognitive and affective development of pupils through art experiences, via professional development for all teachers.

2) "Knowing" pupils through participation of principal and three teachers in the district Observation Skills Project.

3) Development of alternatives for reporting and interviewing so parents and pupils are better informed of pupil's potential and progress.

4) Use of the two professional development days for developing the role of the teacher in art, teacher-pupil-parent conferencing and the new math program.

During the 1981-82 school year Mimosa Elementary School had three major objectives:

MAJOR SCHOOL OBJECTIVES 1981 - 1982

1. That pupils in grades 3-6 will write for a variety of audiences and for a range of specific purposes from September, 1981 to June, 1982, as measured by the Michael Torbe Audience-Purpose Grid.
2. That there be continued professional growth in the development of effective teaching strategies by the participation of teachers/principal in the following professional development activities, for the 1981-82 school year: Observation Skills Project; Instructional Processes Branch School Organization Committee; System Effective Teaching Project; Drama, as a Teaching Strategy; Long-Range Planning; Inservice on Effective Teaching Strategies.
3. 75% of the students will indicate a positive response towards school as measured by the Student Opinion Survey.

In addition to the major objectives of the school, the Principal's goals and plans for the 1981-82 school year were stated in the school plan (Appendix B). The Principal was primarily concerned with instruction, student relationships, administrative management, personal growth and community involvement. The Principal perceived herself as the curriculum monitor and instructional leader of the teachers in the school.

The Staff

The staff members are listed on page 114, with their teaching responsibilities and the period of time they have been at the school. Each of the teachers, and support staff, is introduced in detail in Chapter Five. Class sizes are a little lower than the mean for each

Mimosa Elementary School

1981-82 Staff List

Grade	Room	Staff Member	Years at Mimosa (30/6/82)
Kindergarten	15	Tracey Dent	3
Grade 1	5	Laura Lanner	2½
Grade 1	2	Isabel Adair	14
Grade 2	1	Diane Jones	8
Grade 2	6	Julie O'Shea	2
Grade 3	3	Karen Fontaine	12
Grade 3	4	Elaine Campbell	9
Grade 4	14	Natalie Yates	3
Grade 4	8	Pat White	1
Grade 5	12	Debbie Reynolds	5
Grade 5/6	11	Barbara Benton	5
Grade 6	16	Sid Mann	2½
Grade 6	19	Henry Gonzo	7
Music & Resource Teacher		Peter Spence/ Mary Poppins	8 weeks 1
Learning Resources/Counselling		Alf Little	1
Resource Teacher		Kathryn French	6 months

Principal (for 3 years)	Ms. Janeen Carlisle
Secretary	Mrs. Joy Summer
Teacher Aide	Mrs. Terri Ralph
Kindergarten/Teacher Aide	Mrs. Donna Stanton
Head Custodian	Mr. Jack Sillar
Custodian	Mr. Jeff Wicks
Nurse	Mrs. Joan Craig
Coordinator of Lunch Program/Grade 1 Teacher Aide	Jane Patton
Language Arts Consultant	Jennifer Morgan
Student Teachers	Adele (with Karen) Cathy (with Isabel) Meagan (with Henry) Melanie (with Barbara) Julie (with Barbara) Tom (with Henry)

grade in the Public School Board district, although some teachers were unhappy with the disparity in class sizes within the school. As the staff list indicates some teachers have been teaching at Mimosa Elementary School for many years, but with the influx of recent newcomers, the average duration of staff members of Mimosa Elementary School is a little over four years. Each staff member has extra-class responsibilities which are performed willingly in most instances, having been allocated on a volunteer basis at the initial staff meetings of the school year (Appendix C).

The School During the Study

As mentioned when describing the method used in this study I endeavoured to build a good relationship with each teacher during April to June, 1981. As well as the rush of end of year academic activities, of tests and reports and administrative details, I was involved with the staff in non-teaching situations. I assisted as an organizer of individual events at the annual track and field meet on 11th June, 1981. On 20th June, 1981, I attended a social evening at the home of Norm and Karen Fontaine, in a rural area about twenty miles from the school. Most of the teachers, and their partners spent the evening convivially, and my Australian background was a topic of conversation as was my research interest. On 24th June, 1981, I assisted (by tossing pancakes) in the annual Pancake Breakfast, which is sponsored and organized by the staff for the local community, an event which draws more than five hundred guests. On the final day of school of the 1980-81 school year I enjoyed lunch at a Chinese restaurant at which the staff said their official farewells. This was a happy occasion, tinged with regret for some, as it meant that Margaret Brown, who had been elder statesperson at the school since its opening in 1967, now retiring, would no longer be a staff member.

My interviewing of teachers during the 1980-81 school year did not conclude until mid afternoon on 26th June, 1981, and I was invited by several teachers to contact them during the school vacation if I wanted further information. I did not accept those offers, as I wished not to intrude on their holidays, but earlier I had established the precedent of telephoning individual teachers, at the school, as a courtesy before visiting on particular matters.

In the week prior to the start of the 1981-82 school year I visited the school daily, observing and noting the life-style of the school secretary and I was very impressed with her ability to relate to newcomers, especially children, with a personal touch being her style of communication. Several teachers spent periods of time at the school during this week, preparing materials and arranging their classrooms for the following week. It was also during this week that I checked and noted the resources of the school, as many of them were located in storage rooms.

The school day is broken by morning and afternoon recess periods, of fifteen minutes each, and by one hour and ten minutes for lunch. Commencing classes at 8:50 a.m., the day concludes at 3:32 p.m., with all students expected to be out of school by 4:05 p.m. (Appendix D).

The school year seems to be broken by specific activities or events. The first major activity is the return of the teachers and the staff meetings over two days (Appendix C), during which the school routines and activities are discussed. It is at this time that discussion takes place on the subject of pupil management (Appendix C), which became an issue in the second term of the school year. It was also during these staff meetings that attention was drawn to the results of the Public School Board Survey of the attitudes of parents, students and teachers to Mimosa Elementary School (Appendix E). The concerns of teachers of the Survey results continued as an issue throughout the school year. The results of the Standardized Tests of 1980-81 were also considered (Appendix F), in cognitive abilities, reading and math, arousing mixed reaction from teachers. In aspects of the tests which indicated deficiencies compared to School System means, concern was expressed, together with comments alluding to the unreliability of such measures, with some teachers contending that such tests are not measuring what is being taught in the school, but only what is considered by test developers as being appropriate. These staff meetings set the scene for the school year, and can be seen to be the seedbed for the highlights of the school year, as they unfolded month by month. (See Appendix C, staff meeting agenda for the commencement meetings of the 1981-82 school year.)

1981-82: Month by Month

The following are my reflections on the highlights and the pervasive sense of each calendar month of the 1981-82 school year, as perceived as researcher-participant at Mimosa Elementary School.

These reflections emerged from being part of the professional life-world situation of the teachers of this research study.

September, 1981: "The Honeymoon Stage"

The initial enthusiasm of returning to a "known" professional role, assisted by mostly pleasant vacation memories and by incorporating new "experienced" teachers into the professional life-world situation, provided four to five weeks of "smooth sailing." Certain "novelties" kept a high level of interest and continued expectancy, as new relationships were established, both with new staff members and with new classes of students. There seemed to be an absence of tension amongst the staff during this initial period of the school year.

October, 1981: "Down to Earth"

Very early in October a marked change occurred in staff relationships and in the staffroom atmosphere. The flutter of activity and the development of new relationships that had characterized September had subsided, replaced by what appeared to be teacher perceptions that "we're really back to work again, work that lasts almost continuously for another nine months." It was during this period of the school year that the feeling of being "back at work" was heightened by the changes to routine brought about by Thanksgiving and Hallowe'en celebrations. For most teachers these breaks in normal classroom teaching were reminders, from past experience, that the school year was well under way. During this particular October the pressures of the job were reinforced, as a new staff member, Peter

Spence, was unable to continue teaching because of the pressures involved.

November, 1981: Pressures Build Up

For much of this month the major staff concerns centred on the preparation of the year's initial reporting and interviewing session, when each teacher communicated with the parents of their students. With the general feeling that the school year was well established, many teachers felt apprehensive about meeting with parents, thinking that, having met many parents at Meet the Teacher Night in late September, they would be expected to provide parents with substantive information about student progress. Teachers seemed to feel that they didn't know enough about each student by late November to satisfy parental expectations, and this feeling of pressure seemed to strengthen staff unity—a commonly felt pressure was bringing them together. Not only was the pressure coming from expectations of the interviews with parents, but also from the time which was required for completing each student's report card. A further pressure that was felt by all teachers during November was the calling of individual teacher-principal conferences, to discuss each teacher's long-range plans and to encourage each teacher to follow the school objectives in writing, to promote uniformity of practice in each classroom.

December, 1981: Changes from Routine

With the November pressures in the past, and the two week Christmas vacation in sight, and with many out-of-school family and social engagements, the teachers relaxed in December. Although "extra" preparation was required for the school concert, the festive spirit was maintained with many teachers using Christmas themes in their Social Studies classes. The Tea and Bake Sale at the beginning of the month (3rd December) was a further extra-curricular activity which promoted the reduction of teaching pressure among the staff.

January, 1982: Another Beginning

The new calendar year greeted the teachers coolly, the start of eight weeks of extremely arctic weather, with temperatures struggling to rise above -23°C throughout that period. One bright spot for the teachers was the arrival of the replacement resource teacher, allowing the teachers not to concentrate on the absence of the year's first resource teacher, and the reason for his absence.

February, 1982: Pressures Return

There were conscious efforts being made, by the principal and other staff members, to encourage teachers to relax. Staff members seemed to feel that the "year was getting to them" (see staff memo, February 5th, Appendix G). Budget planning for the following school year also took the teachers' attention at this time, producing its own pressures as teachers wondered about their role in preparing a school-based budget (staff memo, February 22nd, Appendix H). The Teachers' Convention at the end of the month provided a welcome two-day break from routine for the teachers.

March, 1982: Issues Surface

Teachers at the school showed considerable interest in the salary negotiations that were continuing on their behalf between their union and the employing authority. While the teachers attended meetings and arranged discussions at the school with their union representative, the principal invited a senior administrator to present the case of the School Board. The issue of school spirit provided staff with a forum for debate, surfacing with repeated discipline problems in the corridors and in the playground. While many teachers strongly supported stricter measures in disciplining students, the school policy of being "child-centred" encouraged the consideration of alternatives, such as school-spirit-producing techniques including promoting a school song, a school cheer, and regular school assemblies.

April, 1982: Spring Brings Expectancy

Surrounded by "spring break" (of one week) the month of April saw the teachers looking forward to changes in their life-world. Involved in budget orders and preparation of the new report card form for future use, the teachers were shaking off the pressures that had recently assailed them. Another big change was occurring. The principal had accepted a new position in Central Office administration for the following year, and already was involved half-time in preparation for her new role. The teachers were adjusting to this change.

May, 1982: Nearing the End

This month brought a flurry of activity in classrooms, as teachers prepared their students for tests designed to indicate the progress that had been achieved during the year. Planning commenced for the following year, with long-range plans under consideration.

June, 1982: Au Revoir

Interspersed with track and field days, and the annual Pancake Breakfast, the last month of the school year passed quickly. The year had passed with its many memories, and the next year promises to be new and different, with changes of faces, of circumstance and focus.

Researcher Reflection

For me the 1981-82 school year of Mimosa Elementary School is full of vivid memories and pervasive senses, of voices and faces, of routines and surprises, as I lived with the teachers in their professional life-world. I have become, in part, a different person, as I experienced a close encounter—of my life with their's. In the changing of my being in this encounter, I revealed myself to others—in this sense there existed few barriers between us. From my position of participant it seemed that each teacher revealed himself or herself, and so through our fellowship of mind and spirit we were each renewed.

The year is past and gone for me now, and yet it lives on as part of the ever-present, the reality of my life. Having spent several hours daily for several months with a group of people engaged in similar tasks as each other, the essences of their life-world were revealed. In the next two chapters the teachers and their life-world are introduced as they were revealed and perceived, and in the following chapter (Chapter Seven), what I perceived was revealed by the teachers, that is, the teachers' world by interpretation, is presented.

Chapter Five

THE PARTICIPANTS: THEIR CHARACTERISTICS, BELIEFS AND VIEWPOINTS

The purpose of this study was to describe and interpret the perspectives, individual and collected, of the staff of Mimosa Elementary School, in their professional life-world. In this chapter particular emphasis is given to those staff members who were involved in teaching Social Studies, as the Social Studies Curriculum was used as a vehicle to uncover parts of the perspective that teachers bring to teaching. Other participants are introduced, as they were part of the study, but the in-depth descriptions are reserved for those whose responsibilities involve the teaching of Social Studies programs. Much of the material from which these profiles have been developed emanates from the use of an informally and loosely presented questionnaire (Appendix A). Each participant was interviewed individually and this is evident from the different emphases which teachers have given to different aspects of their perspective. For example, some teachers were not interested in offering their views about school organization, while for others that was a significant aspect of their views on teaching. However, I did attempt to introduce certain broad themes, such as teachers' views on what constitutes effective teaching, and on teachers' expectations of teaching in the future. Through reading this chapter I hope that each teacher becomes a person in the minds of the readers, that the peculiar characteristics and beliefs of each teacher will be apparent.

Having introduced each participant in the first part of this chapter, the collected views of the teachers are presented as they relate to curriculum, society, change, children, teaching, and other concepts involved in the life-world of teaching. Not all participants are included in these "collected views," with the views of seven of the twelve teachers who teach Social Studies providing the individual viewpoints of these "collected views." These seven teachers were interviewed in June, 1981, towards the conclusion of the school year prior to the major part of this field study. Initially they were asked to respond to the question: "What is your philosophy of teaching?" The other questions of these interviews were directly related to the preceding comments of the teachers being interviewed. Each teacher who was so interviewed was given a copy of the interview after it was transcribed. Towards the end of the 1981-82 school year three of the teachers indicated, spontaneously, that they believed that their philosophies had changed during the course of the year since the interviews. So I asked each teacher who had been interviewed to read through the transcript of the interview and to add or delete according to their present perspective. One teacher, Sid Mann, thought that he had changed his philosophy so drastically as a result of having taught a "totally different group of children," a group with many more problems, in Sid's view. Another teacher, Barbara Benton, believed that her class was so different from that of the previous year (which class had been "ideal") that her perspective had changed in "the basics."

However, after the teachers read the transcripts of their particular interviews with me, they expressed considerable astonishment, even Sid, and especially Barbara, that their views had not changed, except in minor details, which will be presented, where appropriate, in drawing from individual teacher's perspectives in the description in this chapter of the "collected views." These collected perspectives are intended to orient the readers, having been introduced to the participants individually, to the "staff" of Mimosa Elementary School, as the "staff" is the subject of the following chapter. I believe that individuality is not sacrificed in this way, but highlighted as parts of that collectivity which constitutes "staff," in their collected perspectives. The whole is manifested in its individual elements and the individual elements may not properly be understood without the context of the whole.

Rationale for Selection and Organization of Data

In the first part of this chapter each of the teachers is introduced individually, biographically, including descriptions of characteristics and beliefs. It is important to know something of the teachers' contexts which have been brought to the point in time of this research study of their professional life-world. There are thematic commonalities in what is revealed about each teacher, due to the use of a particular teacher career interview model (Appendix A). However, each teacher was interviewed as an individual, so that teacher emphases were followed as the interviews progressed, and also on some topics some teachers showed little interest.

The second part of this chapter, the collected views of the staff, should be viewed as "collected essays, or thoughts," and no effort is made to suggest that there is a common staff view. Due to the diversity of teachers' views on each concept addressed, that is, schooling, teaching, and curriculum, such an attempt at establishing commonality would be rather contrived and artificial. Each teacher speaks as an individual. The emphasis in the "collected views" section is on the collected views of individual teachers on specific concepts, that is, schooling, teaching, and curriculum. These three concepts stood out as distinguishable and representative of the teachers' views of their professional life-world.

A further reason for providing these collected views is that the following chapter (Chapter Six) is the presentation of a view from the staffroom, again a collected view of the ongoing professional life-world of the teachers of Mimosa Elementary School. It is hoped that this method of organization allows the reader to "meet" each teacher, then be made aware of the views of the teachers on matters reflecting their professional life-world (collectively), and then to "live" the story of those teachers. Each teacher is an individual, but is also part of the collective of teachers that is the staff. The "reality" of the teachers' professional life-world is uncovered.

The Participants

The participants are described in the following order: the Principal, each teacher—from grade six to kindergarten—in that order, specialist staff, auxiliary staff, student teachers and volunteers. Other personnel are introduced in the description of the story of the teachers' professional life-world in Chapter Six, as they impact on the teachers' perspectives.

Janeen Carlisle—the Principal

The purpose of this study was to describe and interpret the perspectives, individual and collected, of the staff of Mimosa Elementary School. As the administrative head, the principal, Ms. Janeen Carlisle, is a key figure in the professional life-world of the school. It is helpful to know some of the personal characteristics and beliefs of Janeen, and of each other participant in this study. Janeen is petite, bright, vivacious and ambitious, a professional for whom success has been quick and frequent. Janeen has only taught as a classroom teacher for four years, but has served in the teaching profession as a Language Arts consultant, project director in an inner-city school, principal here at Mimosa for two years (at the beginning of the study) and by the end of this study she had been appointed an administrator in the Central Office of the Public School Board. Janeen is in her mid-thirties, has been divorced for several years and has a ten year old daughter, who attends the school near their home, which is about ten miles from Mimosa School. Janeen always dresses fashionably, sometimes colourfully, and at other times more formally.

From Janeen's "small town perspective" of her childhood, "only teaching looked reachable" in terms of a career. She wanted to be like the teachers she had known, including her Grade Two teacher, who was "very pretty, wore wooden earrings and nice clothes. She was nice, in comparison to other people, soft-spoken, gentle and I was not afraid of [her]." Janeen believes that the strength of her commitment to teaching is that she "really believes in what I'm doing. It's worthwhile. I love decorating and toyed with that idea, but I don't think it's needed in terms of significance. Children's rights need looking at." As for her aptitudes for teaching, Janeen believes that she is:

> conscientious, caring and do[es] things well. I felt successful in being able to help students. Teaching in inner-city schools was really good experience, a type of mission, but I'm not sure if it's my mission. I have a very strong feeling for children, if things are not going well for children, perhaps related to my time as a student. There was a move to see children as whole people, in my training. As I'm in administration I have a different perspective; as I'm not directly teaching, so much of my job is like social work.

Janeen believes that the teacher's role is "to teach children to read and write. Early on it's very academic. It's also related to a person feeling well and learning." According to Janeen teachers should act as a "team, support [each other], plan together, work together, as with the misbehaviour in the puppet-show on Friday. Two heads are better than one." Janeen views the administrator of a school as a "team member, and teachers should respond to the administrator. The administrator should provide educational leadership, due to outside contacts." As for the teachers' relationships with parents, Janeen thinks that there should be

> interaction. It could be interviews, where teachers meet with each parent early on, and both look at the child's needs and define a possible program, getting parents involved in the child's learning. [The teacher] should keep [the parents] informed, for support and to understand why things happen in school. Most of the sharing should be from the teacher to the parents.

Philosophically, Janeen believes that she has

> arrived at the right place. I have discovered the child. I feel good about my feelings and knowledge about children. In my career I have always felt good in each position. Each has been very rewarding. I will probably try other positions, probably returning to administration. I want to keep growing, including opening a new school, with a lot of preparation. I would like the opportunity to staff [a new school], based on my particular philosophy, to fit all in. At present I have some unanswered questions, but there's not enough time to delve into the various subjects, like reading, and especially student placement, which I would like to study and come up with a plan. In grading I would leave out pass/fail, perhaps [grading] by the student's own potential.

When Janeen first arrived at Mimosa Elementary School two years ago she viewed the staff as "competent, with a normal range of ideas and abilities, depending on philosophies. For example, if you like laissez-faire style, then there were some, and vice versa. You need a balance between the two styles." Janeen would like to think that she has brought to Mimosa School "the child-centred approach, from my exposure to it. I've brought strategies for an integrated Language Arts program, sensitivity to, and observing, children, and meeting individual needs. I've in-serviced the staff on these." Janeen also thinks that she's brought to the school the use of "discussion groups, and active pupil involvement. Summing up, I think I brought to the school the philosophy of the child-centred approach, strategies for integrated language arts, and teaching strategies in general."

In her role as Principal, Janeen thinks that the influence of others makes "all the difference in the world" to what she does. "What I do results from others, such as the mandates that come from Central Office. Also from teachers and parents, although I initiate a lot [of things]. Children similarly [influence me]." Janeen says that she tries "to avoid conflict situations" as she sees herself "lacking in skills there," as with the case recently of an overbearing father whom Janeen perceived as trying to intimidate her because she's a "little woman." In her relationship with students Janeen doesn't

> like the use of authority against a child, especially after reading Lapierre's study, which said not to force a child to do [something] because of [your] role. Sometimes if a child is ruining the situation for others, so [the child] needs to be removed, as a consequence, by the Principal. Some are potential enemies, but are now friends, such as Bill Brown in Henry's class, who has become a school helper. I would rather be active and working with people, rather than desk work. If there's a lot of it, I feel confined. I enjoy 'Sharing Our Writing," [reading] stories with children, and in-service, so I liked consulting [that is, working as a consultant]. I will be looking to where I feel comfortable. I have a strong need to keep growing and knowing, so I was pleased to have wider contacts as a consultant.

When reflecting on the staff at Mimosa Elementary School, Janeen thinks that "the teachers are so child-centred and dedicated that they're not ready to change in case the students suffer. Some teachers have a poor self-concept. I find it frustrating when teachers are not as committed as they might be." In thinking about her own career Janeen "never dreamt I would be an administrator, but I always felt attracted to the whole scope of school, rather than just the classroom." In her role as Principal at Mimosa Elementary School, Janeen says that:

> I'm tempted to say that I will be the kind of administrator that I want to be, as I have to be what I believe I should be. If I'm staying at Mimosa I will have conferences with each teacher and then with the staff and will tell them what type of principal I think I've become and I'll explain what I expect will happen next year. I want to keep growing, and I don't want others to stop.

In Janeen's view an effective teacher is one

> who allows students to grow and to develop fully, cognitively and affectively, who designs a learning environment for

> individual development. It involves observation, sensitivity, having a setting for success, diagnosis of student needs, listening and having strategies to allow students to be aware of and active in their own learning and progress.

Janeen thinks that parents can "help teachers to know their children, and can help with stories at home." In the organization of schools Janeen is not happy about "the misuse of grades, as they create patterns of expectation that are undesirable."

In talking with Janeen about how she sees her future, professionally, she says:

> I'll certainly stay in education. Soon I'd like to do a Master's degree, probably in educational administration, but also in Language Arts and Child Development. I have an interest in opening a new school. Possibly also at Central Office. I want to keep growing.

On the future of schooling, Janeen thinks that there will be

> greater parent involvement, in decision making and support, on committees, helping financially, and as volunteers. I think that there will be an extension of child-centredness. Some are just beginning to become aware of that, with more recognition of students' rights. I think we'll see tighter budgets, less segregation of students, with more mainstreaming and integration. The classroom teacher will be encouraged to use innovative strategies to meet the range of needs. There will be a greater range of approaches, including less desks [in classrooms].

Grade Six Teachers

Henry Gonzo

Henry Gonzo has taught for many years and is in his late thirties. He is about five feet ten inches and has short, well-groomed hair. Henry is married with a four year old boy. For Henry, his family is his number one priority. He lives in a small town community outside the city of Edmonton. Henry alternates in dress styles, often informal, but at times with coat and tie. Henry taught at Mimosa School for six years in the early 1970's, was seconded as a Social Studies consultant to the School Board for two years (1977-79), taught at another school in the city for one year (1979-80), and has been back at Mimosa school for the past two years. Henry is not interested in becoming an elementary school administrator but would like to study further within the next few years. He has a Master's degree in Elementary Social Studies and is interested in pursuing doctoral studies in that field of study. During the course of the year of this study Henry completed a book of about two hundred pages on South-east Asia, which will be published very soon as a textbook, to fit in with the Grade Six Social Studies Curriculum in Alberta and possibly elsewhere in North America. Henry thinks that in later years he may wish to teach in a university or college.

In considering a career Henry thought about engineering, architecture and industrial designing, but because of economic circumstances he went into teacher training, as there was "money available for training, plus when I left High School I wanted to quickly get into something." His thoughts were that "teaching was a reasonable profession, quite prestigious in a small town, so it seemed worthwhile." When Henry started teaching:

> There were quite a few men going into it, as the school system was expanding with a baby boom. There were good job opportunities which were guaranteed. My interest was that it was an academic-type profession. That was a major pull for me, as I read a lot and I'm knowledgeable among my peers. Teaching was more on the up and up at that stage, with more respect from the community.

Henry's early conceptions of teaching included his realization that:

> It was more than 9:00 a.m. to 3:30 p.m., though perhaps I didn't realize how much there is in it. I thought that the idea of getting children interested in learning to be self-motivated towards learning about the world was important. I

> felt that learning was important, with lots of ideas and skills to know about, that teachers were able to develop those. I still think like that. However, I had a rather fuzzy conception before teaching.

For Henry the relationship between teachers should involve:

> co-operation, sharing, learning from each other. The main aspect in co-operation is each doing his part, being part of the total effort in the school and within the school system. You have to have consensus in discipline and other things. The teacher should have the final say about teaching in the classroom. Others can advise but a teacher shouldn't feel that others know better than they, unless [the others] can demonstrate. It's good to be involved with other teachers in professional associations. All teachers should try to get into it for some time, as it broadens your perspective.

Henry believes that the auxiliary staff in a school are the teachers' "equals, personally. They're under the charge of teachers in the work they do, but I dislike any lording it over them. That irks me greatly. Usually there is good co-operation and friendly social relations."

Henry thinks that:

> Administrators have no need to feel inferior to teachers [with a smile]. A collegial relationship is important, as is the position of the A.T.A. [Alberta Teachers' Association]. There may be the odd time when authority may be needed, but that is rare. If authority is used frequently then something is wrong. It should be co-operation.

In Henry's view parents have the right

> to have a say, but it's not good to get into that too much directly. It's best to keep it on an individual [parent] with the teacher, or individual [parent] with the principal, relationship. Often committees are 'bitch' sessions. Informal is best. 'Beefs' should be considered seriously, but teachers should make professional decisions, as they have to live here and teach every day.

Henry thinks that "you cannot truly ever find the 'right place' in teaching. I thought so six or seven years ago but now I'm more restless."

Early in his time as a teacher at Mimosa Elementary School Henry worked in a co-operative teaching set-up, with three teachers working together, in which

> all taught all subjects, but with exchanges of students, at three levels, with a lot of individual reading for advanced students, and special extra instruction where needed. It was a classic co-operative team-teaching situation and the highlight of my enjoyment in teaching. It's probably the best set-up, in my philosophy. We knew all of the students and pooled for films and that sort of thing. It needed planning time, in a week about two or three hours, with each other.

As far as other teachers having a modifying influence on his teaching, Henry thinks that it's

> less now than in team-teaching, as it's not such close contact. Sid [his fellow Grade Six teacher] has an influence on me. I might try things that he's tried if he commends it. If I need ideas for art, I see Karen Fontaine, as at Christmas. The novel study was Pat White's idea.

Henry is reluctant to do supervision as there is "only a little time so you don't get to know students really." Altogether, Henry feels "allowed to be the teacher I want to be."

For Henry, describing an effective teacher is very difficult. He thinks that such a person

> has to be a leader of sorts, either through charisma, or being likeable, or by exhibiting authority. They need personality, for if they collapse in a corner they're not much of a teacher. They need to be able to motivate and to be persuasive, have enthusiasm for learning, care for others, and be self-critical, as there's not always someone there looking over their shoulder.

The future of teaching as Henry sees it will involve

> a lot more technology, as they said ten years ago. Teachers will still have an importance place and perform many of the traditional roles, although technology is inevitable. It may be that teachers will become less burdened with teaching conceptual matter and the teacher will be more of a guide. Rather than the teacher developing concepts, more of that will be through media. Teachers will have a different role—as guide and director and advisor, and less as a traditional teacher.

Of his own future Henry thinks that within fifteen years he'll be retired, but before then he'd like to become a "college or university professor. I'm not interested in administration, and I'm less interested as time goes by. I'm not prepared to do administrative things and put in an apprenticeship as assistant principal, to be transferred at will."

Sid Mann

This is Sid Mann's third year of teaching, all of which have been at Mimosa school. Sid is a thinker, with an interesting background and varied interests. Sid is over six feet in height, wears thin-rimmed glasses, has a close-cropped beard and moustache, and has a full head of black hair. He dresses informally, though very neatly, on all occasions. Sid teaches Grade Six, and works very well with the other Grade Six teacher, Henry Gonzo. Sid is in his late twenties and was married during the summer preceding the major part of this study. His wife is a High School teacher. Sid spent several years learning several of the martial arts and, though not now practising them, he believes that the discipline that he gained through them is a continuous and vital part of his life. At the conclusion of the time of this research, Sid and his wife travelled to Japan, Russia, Poland and other parts of Europe and Sid has taken leave for one year for further travel, mainly in Europe and Asia. He plans to extend his leave for another year for further travel, but will periodically return to Edmonton and work as a substitute teacher to earn more funds to finance his overseas excursions.

For Sid

> at the time [of deciding on a career] teaching was the only thing that made sense. I have a very strong commitment now. It's my life and livelihood. Other jobs [such as surveying] fit you in roles, but I perceived that teachers had plenty of joy and fulness of life. My philosophical overview allows me to take teaching seriously.

Not sure of his early conceptions of being an elementary school teacher "I had the sense of [it] being interpersonal, having worked at daycare centres. I felt good about that. I thought it was valuable to develop the sense of classroom."

As to the influence of others on his teaching Sid thinks that he learns a lot from other teachers, "from ideas and sharing, and I draw inspiration from what they do." He finds the auxiliary staff to be "very supportive. I sense that they have a job description, part of that is them giving me time." Sid thinks that the administration of the school is "supportive of what I am doing in the classroom. I think that it's valuable for administrators to know what teachers are doing." In Sid's relationships with the parents of his students, he doesn't have "much to do with them. I would like them to be more involved in curriculum, through presentations of programs. The only teacher parent interviews are about problem students."

In considering how others modify his teaching Sid says that

> I see other teachers doing things that I would like to do in five or ten years' time. For example, concern for the individual student, as it reflects itself in the development of curriculum. I am deeply concerned with ideas, feelings, skills that are very important in life.

For Sid, other teachers "help to create an atmosphere, warm and pleasant in which to feel comfortable, and [that] helps in teaching."

Sid thinks that in ten or fifteen years' time there

> will be schools that offer alternatives. They'll be very different, able to meet individual needs. There will be distinct philosophies in certain schools, as a whole style. A teacher will be able to choose the type [of school] he wants to be in, for example, Art and Drama. They'll want a special type of teacher to teach there, and special understanding. There will be more competition, with screening processes, even at kindergarten, with more on the academic, to aim for Harvard and M.I.T.

Sid sees his own future "in alternative schools, with the curriculum around the Arts, teaching, not administration. I have no thought of becoming an administrator. I want to teach and travel, and teach and travel."

Barbara Benton: Grade Five-Grade Six Teacher

Barbara Benton usually teaches Grade Five, but this year she has been given a class that is a Grade Five and Grade Six split, because of an imbalance of numbers of students in each grade. Barbara is in her forties and has taught for about twenty years. She is always well dressed, wears glasses, and is married with two young adult sons. Barbara is already planning for her retirement from teaching, hoping to live in a town in rural Alberta and to travel as much as possible. Barbara is good friends with Natalie and often acts as advisor to Natalie, especially in Natalie's relationships with others.

For Barbara as a child "school was a good place to be" as she, one of eleven children in her family, was "given a lot of attention from teachers, who were very concerned about me as a person." As for her commitment to teaching, Barbara says that "when I get involved I get wholehearted. I enjoy [teaching] most of the time, as I enjoy working with children. Teaching has been good for me." When considering the aptitudes that she brings to teaching Barbara thinks that she has

> patience, firmness and high expectations of the students in their conduct and the way I want them to become thinkers and in control of their lives. I'm a very understanding person, warm, caring. I'm quite tolerant as I did not grow up with a perfect happy childhood, so I'm not shocked with things that happen with children. I try to be pleasant so that children will be pleasant. I try to be what I want students to be in return.

As for early conceptions of teaching Barbara is "not sure that I gave it a great amount of thought, except that it would earn me an income. I felt very confident." Barbara's relationship with other teachers "is what I would like it to be. I'm not afraid to discuss programs and problems, and success, and be supportive." Barbara's attitude towards the auxiliary staff at the school is "one of respect and I recognize the responsibilities of their jobs too, and treat them with the same dignity as other staff members." According to Barbara, an administrator "should be seen as the person who carries out the final responsibility, and as a confidante, and as a member of staff, not separated from the staff but seen as an equal." In commenting on her relationships with parents of the students that she teaches, Barbara says that "a very important part of the job is to come across to parents that you are in control, aware and concerned. I try to ensure that when I'm with parents I act in a pleasant manner, as I want them with me, not against me."

Barbara thinks that at Mimosa Elementary School that she's "able to do the things I believe in. I feel my world is good. I'm in charge of it and have freedom to do what I feel should be done in the classroom, that is, I feel in control." Barbara remembers that the staff here at Mimosa Elementary School when she arrived at the school included

> one group of women who formed a clique and were quite rude, such as bringing a casserole for [lunch] and sharing together, but not opening it to others. I sat back and by choice was a loner and observer. I did not try to join such a group [as the clique] but since then it's much more open, with a sharing and caring staff.

Barbara views herself as a "well organized person, good at organizing others in a leadership role, and a decision-maker." Previously she has "done many jobs" at Mimosa Elementary School, but she says that now "I step away from [jobs] and allow others to do [them]." In reference to her position as designate-principal this year Barbara says that "I usually do things by choice."

In considering how teachers modify how others teach, Barbara says that

> a lot of younger teachers rely on my opinion and come to me for advice, like 'how have things been done?' and 'possible outcomes.' I've felt more that I have something to offer. For example, Sid with Art ideas, Natalie and I share ideas, Tracey Dent comes about personal problems. They see me as a person who is a listener and has had a fair amount of experiences to share with them. I have very good feelings about how the staff see me.

(As Barbara tells me this I remembered that Diane Jones had said earlier today that "when Barbara speaks, people listen to her." As I told Barbara this she tells me that "I wasn't aware that I was carrying that amount of weight.") Reluctantly Barbara does supervision of floor hockey, as she sees that "the students here are extremely aggressive and the behaviour obnoxious at times, as the students are not really under control."

Barbara thinks that "perhaps I didn't realize the amount of time spent [by teachers] on the emotional needs of the students, more now then when I started teaching. School is becoming a catch-all for the ills of society." Although Barbara believes that "Mimosa allows me to be the type of teacher I want to be," she is "feeling upset about differences in philosophy [here], as a person can feel threatened." Barbara says that

> from my point of view if you can't express a different attitude without pressure there's something wrong. If there's a chance to discuss an issue, and you disagree, you can still work together for good things and not in anger and hostility.

For Barbara the effective teacher is

> well prepared, knowledgeable, well organised, has a good command of language, has expertise, possibly there with practice, or there and polished up, it depends on the individual. [The effective teacher is] able to motivate, carry through to closure on what she's doing and so that the students will know that they are being evaluated, marked, observed, recorded, and responsible, caring and able to give constructive help.

From Barbara's point of view many people contribute to her work as a teacher. She says that

> The support staff do routine-type things to free [me] to do other things. The secretary makes phone calls and collects information. The principal is supportive in problems with students or parents. Other teachers are [supportive] in their ability to discuss academic or behaviour problems, or just to be there when I need a friend. My husband and children allow me to sound off to them. They're eager to listen, and I have a friend who is good at listening, who is interested in my work, and cares about my work.

Teaching in the future, according to Barbara,

> has to be micro-computers. Teachers coming from university will all have training programs in their uses. Teachers will still have to do a lot after hours, sports and crafts, or [these things] will be incorporated into a longer day. I see a community school type relationship, with children cared for,

> including lunch room and after-school care programs. The teacher of the future will have to be able to teach an even greater variety of students. The teacher will have to go more on strategies for classroom management, as there will be more atypical students, to motivate and involve them in the learning process. I can't see more specialization in elementary [schools]. [They'll] remain generalists. I think there will be more support help available, for example, teacher aides, to do routines, to allow extra planning.

For herself, Barbara thinks that in the future she'll be "possibly moving to a smaller centre, travelling, golfing and definitely gardening." In this her retirement after a few years Barbara says that she'll do crafts and that she'll "always be reading, as I have to have one book all the time waiting to be read." She thinks that she'll possibly be "taking classes for the pleasure of it, or maybe even a job in a flower shop. Hopefully I won't have to work for money."

Debbie Reynolds: Grade Five Teacher

Debbie Reynolds has been teaching for five years, is about forty years old and has had a previous career as a ground hostess at an airport. Of average height and build, with fair hair, Debbie is a sporty person, always on the go, as she organizes the sports program at Mimosa school, and also as she transports her own three children to various sports practices and events. Debbie teaches Grade Five, but because of her responsibilities this year in inter-murals and as the Mimosa staff representative in a Teaching Effectiveness program, she does not teach Social Studies to her class, that being done by Alf Little.

The role of Debbie Reynolds in the professional life-world of the staff of Mimosa Elementary School is significant, as indicated by her contributions to the staff perspective in Chapter Six, but a more detailed description of her views is excluded here because of her non-involvement in teaching Social Studies, which was one of the important focal points of this study.

Alf Little: School Counsellor, Librarian and Grade Five Social Studies Teacher

This is Alf Little's first year at Mimosa School, and he performs three separate roles, as Counsellor, Librarian and Grade Five Social Studies teacher. In his mid thirties, Alf is stockily built, wears glasses and has a shock of curly hair and a well trimmed beard and moustache. He has a happy disposition and relates very well to the rest of the staff. For the past several years Alf has been teaching in Junior High schools within the city of Edmonton. Alf is married, and has two young daughters.

Alf became a teacher after he decided that he wasn't getting anywhere in his jobs as a male secretary, accountant, payroll clerk and manager of a fast food outlet. He thought that teaching was the only job he would not get bored in, and "my perceptions were absolutely correct about teaching." He felt that his own teachers during his school years had "no strength of commitment to teaching, and I felt I missed that, and so felt that students should have it and I could provide it." Alf thinks that the aptitudes that he brought to teaching included "perhaps the ability to listen, to sift out or sort, and solve problems, that is, in interpersonal relationships. I always thought that was a strong point, and important in teaching." Alf deliberately chose to teach in elementary schools because that is "probably the area of most gains in guiding and shaping children's attitudes towards love, or at least appreciation of, learning." Alf's early conception was of the "teacher as guide, rather than the implementer and measurer of learning. I had no idea of the realism of teaching." Alf believes that a teacher's relationship with other teachers should be that of "consultant." He believes that teachers should "co-ordinate" the activities of the school's auxiliary staff. In Alf's view the teacher should relate to the administrator(s) as a "consultant, about what is necessary and should be happening. The classroom teacher is the basic unit in education, after the child." As far as the teacher's relationship with parents is concerned Alf believes that it is the teacher's role "to communicate what the school and the students are doing, and seek assistance where possible. There should be more parent involvement in the education of children."

The first impression that Alf had of the staff of Mimosa Elementary School was that they were "friendly." He felt that "the teachers had an expectant feeling about what I was here for, to do. They seemed very concerned and energetic. I still have that impression. The energy has worn down, but they're still trying" (1st February, 1982). Alf says that "as my job here at Mimosa is particular, I brought confidence in my own ability to deal with children. I'm not above being a little proud. It's good for one's ego."

According to Alf other school personnel modify his teaching with "a lot of feedback, constructive and good. It's partly that I look for it. I want people to tell me if I'm doing what's required." Alf feels "resentful" about the three-way split—his responsibilities at the school, of counsellor, librarian and Social Studies teacher. He says that

> In the Social Studies area I'm involved in such a small percentage of actual work time. I have resentment from the amount of preparation time in that one area, which is not true of the normal classroom teacher, for example, asking for a quick check of Social Studies in a Language Arts session. So I feel disjointed.

Nevertheless, Alf thinks that Mimosa Elementary School "allows me to be as I wish." For Alf an effective teacher is "one who facilitates learning in whatever form. In qualities [the effective teacher] is observant and is in contact with each individual student. Knowledge is a small part of the teacher's role. You can quickly get that through higher education." Alf thinks that the contribution of other teachers is "the exchange of new ideas, like 'I did this,' so other teachers can take away what they can. All teachers are resource personnel."

In his views of the organization at Mimosa Elementary School Alf says that

> The assessment of pupil progress is very difficult for teachers. Some students should be measured as to their personal growth, others by a standard. Teachers want to know how students are going with a standardized norm, at least as a diagnostic technique for teachers. All are done here by different individuals. I support that flexibility, as long as parents know. Heterogeneous grouping is as it should be, although it can create lazy students. It's up to teachers to spur on the capable students. It's very difficult for teachers, as some will only do enough to get by.

As for what teaching will be like in the future Alf envisages

> more mass education through the use of computers and computer terminals. I hope that that doesn't decrease the amount of interpersonal contact between teachers and students, but I hope that it increases it. At present there's a stress on skills, as no one can keep up with the knowledge explosion, and [skills] will get more important, so that students can use [them] at any time of life. I'm not really wanting to speculate, as I'm an optimist,

> but I see Orwell's ideas coming. As one gets older, one gets more pessimistic.

As for his own future Alf thinks that

> realistically, in fifteen years' time, I will not be involved with education. I should be semi-retired, doing some volunteer work and a little for pay to supplement my resources, probably in an educational environment. Wistfully, I hope the same. I intend retiring very early, giving me more freedom to do those things I'm putting off, like travel, anywhere in the world, study, probably in literature or in languages, and writing a book, a novel, or many, depending on the success of my talents. Also I'm intensely interested in alternate energy.

Grade Four Teachers

Natalie Yates

Natalie Yates has been teaching Grade Four at Mimosa School since the start of her teaching career three years ago. In her late twenties, and married to an elementary school teacher, Natalie is perhaps the social leader among the staff of Mimosa School. Natalie is excitable, but also subject to periods of depression when pressures develop. She has curly, shoulder-length hair and an infectious smile. She usually wears contact lenses, and dresses in slacks. Natalie has two university degrees, one in psychology and the other in education. She is somewhat of a perfectionist and so puts pressure on herself to perform to a very high standard. She is able to establish a fine rapport with students very quickly and she likes to provide a wide variety of teaching techniques for her class.

In deciding to become a teacher, and choosing to teach in elementary schools, Natalie believed that "very good teachers should be available in the early years, the crucial years. Also I do not have many fond memories of my elementary years, so I wanted to treat kids differently. So it was a very deliberate choice. Teaching is important." Natalie believes that teachers should relate to one another in

> sharing new ideas, expression of feelings, as sounding boards, and for learning things in life, and opinions. Constructive criticism helps to improve [a person], anything that stimulates thought. Teachers should be partners, in a team effort, for the students. It affects the school atmosphere, this support by teachers.

In relating to auxiliary staff, Natalie thinks that they are present as "support for the teachers and students. It's important to get along well with [the auxiliary staff] and to have patience." For Natalie, "administrators are inclusive of teachers." In reference to the role of teachers with parents, Natalie says that "they are both interested in the child and [the child's] development. Parents are also facilitators or the opposite. I like much contact [with parents]. More contact usually [means] more awareness and help at home." Natalie deliberately makes contacts with parents, "especially with [parents of] problem students, or even if children are neglected, as they also tend to have problems."

For Natalie the In-Service sessions that she's experienced over the past two years (fifteen to twenty sessions) on observation skills have

> been valuable, as it's caused me to think about my classroom and evaluate and look at other aspects and find the strengths in what I'm doing. It has helped me to look at the students' strengths, what they could do rather than what they can't. I tended to previously see what they can't do. Somewhere along the line you have to compromise the new message with your own beliefs and experiences.

Natalie says that through lack of experience she has not yet "arrived" in teaching, and she expects that "parts of my philosophy will possibly change." According to Natalie "everyone on this staff is changing all the time, and I think of Barbara and Pat with a lot of wisdom, either through the school situation or inside." Natalie thinks that "a good teacher is always questioning whether it's time for a change, like if it's not working now, and criticizes." She considers that

> Barbara and Pat feel good about what they're doing, in tune. I'm not sure, sometimes I feel like a chicken without a head. Sometimes I feel way off. I wonder if I'm teaching the correct age level. Perhaps I should teach Grade Six, and if I like it, perhaps Junior High. Grade Four is a nice age level, but it might be time for a change. But everything each year changes so much. I don't keep materials from one year to the next.

Upon arriving at Mimosa Elementary School three years ago Natalie felt that the teachers were "very friendly. It's usually not a problem for me to socialize. They were helpful, told me to slow down, caring, very professional, and highly dedicated." Natalie believes that other teachers modify her teaching, as, "if they have a good idea, I will ask about it or try it." Other than that, however, she feels that she makes "no real modifications through the staff." Natalie reluctantly does supervision, as "I hate having to enforce rules, the constancy of it, making a lot of decisions in a short time." She is also reluctant in filling out report cards "although I see the importance of keeping parents in touch with their child's growth. I feel the need to give a lot of information. I would prefer an interview and a brief sheet." One of her roles as a teacher that Natalie never dreamt of doing is "counselling parents." She "feel[s] that they sometimes come to see a psychiatrist."

Natalie believes that she is the

> type of teacher I want to be, I think so. I'm glad of this staff, as I often get very excited and I'm calmed down. I

> feel and appreciate that I can do the things I want. It gives me strength and confidence through this freedom. I would like to try staying with a class for more than a year, but I need others to agree, but I feel comfortable.

For Natalie the effective teacher is

> observant of children, knows the children well, diagnostically and personally. Getting to know the students personally is very important, and also the ability to make the students feel that the teacher can be approached, that is, the building of trust. That is the key. [An effective teacher] is firm, consistent, that's very important, gentle, knows what she's doing and where she's going, that is, fairly well planned, and listens. You learn so much more [by listening] and you have a better day. [The effective teacher] has a working together atmosphere, a feeling of co-operation. Competition is natural and is not discouraged, but [students are given] help to share. It helps to know the parents to some extent, especially with some students, and with others knowing the parents makes no impact, though any kind of information helps. It's good to have as much contact with parents as is reasonably merited. That's related [to my idea] of having the same students next year. You should try to evaluate the day, in the middle, for strengths and weaknesses. One problem is not having things on the board in advance. I try to do something about it. You need to evaluate how the day went with the students, and listen to criticisms , by the students , being asked why you do certain things, or possibly [suggesting] a different way. I don't mind constructive criticism. It's important for me to be effective. I'm referring to students as well as teachers. It kills me if the students are bored.

Parent volunteers and teacher aides contribute to Natalie's teaching, in her view, by "taking menial tasks away [from me]. That allows me to spend more time with the kids, and to have more materials, so I spend more time counselling students and in preparation." Natalie believes that other teachers contribute to her teaching by

> how they handle a certain lesson, for example, Pat. If I like their ideas, I'm willing to try to see if they work for me. I talk to Kathryn French , discussing philosophy, and that gets me more in tune with things and therefore more effective. Kathryn also pulls materials, and suggestions for materials, even in the school, that I don't know are there. I only know about twenty five percent of the materials in the resource room.

Another source of help in her teaching are other staff members when "they say 'you're tired' or 'working too hard,' so that makes you more effective and fresher." Natalie also thinks that "a sense of humour and a good rest make me a more effective teacher." She feels that the principal is available "if there's a problem or you ask for help."

In the organization of a school Natalie believes that it is

> important to consider [each] student's personality, and the teachers of the present year need to look at how each student will get on with the new teachers. I'm not sure if I go with random placement according to class size. Perhaps you should sit with the parents to find out the qualities of the children before placement. For example, Pat has seven with low abilities, so perhaps they should be spread. You should keep in mind student and teacher needs, and keep a balance, for example, if you know that this student's personality isn't going to give. I like it as here if you have a problem student Janeen consults the teacher and the parents about the problem, to see if there's a precondition. You're able to see Janeen if you can't handle the situation. I'm still not sure if grouping is right. I think I like it heterogeneous and then mix in groups in the classroom.

As for organization of time in the school situation, Natalie says that

> Sometimes I think that we're too much into performance-type things, but I see a need for such fine arts things. At least we have two concerts a year, and that means pulling students from class and extra time in class. We have a mass of material to get through. I'm changing my views at the moment on that, too. Sometimes I feel bothered about getting through the whole curriculum. It is important for students to perform. I think sometimes there's too much Physical Education, though I see a difference in the students with Physical Education each day, but it cuts into teaching time in other areas. I'm not sure. Sometimes I don't enjoy teaching Physical Education, so that may be part of it, although I enjoy gymnastics. Students love to perform. Teacher planning time is so important.

In Natalie's view teaching in the future will emphasize the use of computers and in that

> [students] will question the relevance of what they learn today. I wonder whether we're gearing correctly [for the future]. I think of the great changes in the past ten years and it's really scarey. You need to keep in touch with everything to cope with the future. There will be more impacts

> on students with the changes. Changes in 'the family' has to affect teacher role. Am I just a teacher now? For some parents I'm a babysitter, for others, a significant adult, as their children spend more time with me than [they do] with their families. As for so significant, [the teacher] is more so with two parents working, where [students] have less time with their parents. Teacher role will change. Already now [the teacher] is in touch with social workers, whether a child is fed properly. [In future teachers] will be seeing more children per teacher. I'm thinking economically. More of society's problems will be the load of the school. Perhaps there will be centres of learning, rather than schools. The impact of computers in the home will impact on schools. I'm worried about the impact on social interaction.

As she thinks about her own future, Natalie says that it will

> probably not be in teaching. If I'm still an educator, I'll probably be a consultant or administrator, although I'm not sure if I want the headaches. I'll have a much better idea next year. [I think] I will have returned to university, perhaps a new profession, or a Master's degree in Education. I just know that in ten to fifteen years' time I will be doing different things. I really like my present job, but I don't feel that I'm in my proper niche. Maybe I'll never feel like that. There are many factors in education, frustrations, 'what can a teacher realistically do in the classroom?', that I feel so helpless at times. A special type is needed to stay in teaching for a long time, not necessarily a better teacher. The demands depress me, so if I'm going to spend energy and time on the job, maybe into a higher paying area, as monetary rewards are important at present, with our mortgage. I'm not implying that I'm not well paid, but basically [I'm referring] to the demands that are placed on teachers—concerts, professional growth, intramurals, pressures, motivating, counselling, individual instruction, committees, mailbox, projects, new Social Studies Curriculum, new Math, new Science, art, that is, newer and better. Are they better? Spending time to even look at it, that is, the new, is a problem, but I see a need to discuss, to decide. I can see some writing, or with media, in the future for me. I would like to do an M.Ed. [Master's degree in Education] and try for Law, but somewhere kids have to fit in.

Pat White

A newcomer to Mimosa school, Pat White has earned himself a reputation as a professional teacher, one whom Janeen describes as "having teaching as his whole life." Pat is almost six feet tall, solidly built, with a well-trimmed moustache. Pat usually dresses comfortably, at times formally. Pat is usually at school before eight o'clock each morning and rarely leaves before 5:30 p.m., but he has his evenings to himself. A bachelor, in his early thirties, Pat sold his house during the early stages of this study, and rented an apartment, in preparation for a projected move from the city in the near future. Pat enjoys cooking, listening to records and "spending time alone." During the course of this study he bought a four-wheel drive recreation truck, of which he is proud, and which he intends to use as he travels to teach in the following year in the north of Alberta.

Pat teaches Grade Four at Mimosa School, although he has taught only Grades Five and Six for most of his previous nine years of teaching, all of which were spent at one school, also in this city.

Having grown up in the 1960's Pat says he is still committed to certain ideals. He believes that as a teacher he can teach a "disciplined world-view . . . that the next generation is the hope of the future and our most precious resource." Pat sees himself as being "fairly opinionated," and that as a teacher he can "be very effective in communicating ideas and for the good of the province. It is important to transmit certain well-held values." As a student Pat's conceptual understanding of a teacher was that of one who "opens a whole new world, almost like being God, all-knowing, all-powerful, all-understanding, and with [the students'] best interests at heart." Upon becoming a teacher Pat thinks that:

> the teacher role can be absolutely critical in moulding a student's self-concept, world-view and commitment to education. This becomes even more important due to the breakdown of family. The teacher is the most stable part [of the world of some students]. Teachers need to realize the impact they have.

In considering the influence that other teachers have on his teaching, Pat says that "school is like a sponge, an antiquated organism made up of absolutely independent parts that work together to make a unit survive and grow." As for the auxiliary staff of the school, "they're there for you to use, not to keep them employed. The station of teachers is higher, so decisions are made by teachers. [As a teacher] I'm obliged to say that their work is meaningful." The teacher's relationship with administrators is that they are "equal professionally, with administrators [being] obliged to consider their job over and above what they think is best for the students in the school." Pat feels that teachers are "obliged to meet parents' expectations in education, to the point of informing and re-educating them as to new methods and directions in education." Pat looks at teaching as a "vehicle for illuminating certain ideals. Personally I'm on the right path to the sun, as a person." He says that he hasn't thought much about what others think of his philosophy.

Before coming to Mimosa Elementary School Pat thought that the school was either

> a dumping ground for teachers, or a hot-house laboratory, a good place for new strategies, techniques, a place where the 'new' is implemented. I found it to be neither, certainly not. At my interview [for the position at Mimosa Elementary School] I was led to expect that staff relations was the number one priority and that it was progressive. I was told that at the interview three or four times.

Pat's first impressions upon arriving at Mimosa Elementary School were that the school was "very tight and consistent in approach and philosophy. [The staff] was very fractured, in practical application, with teachers working individually, doing their own thing. I still have that impression."

Pat thinks that at this school there is

> a lot of administrative control in curriculum and strategies. You're obliged by grade to do things a certain way, especially as this is my first year with Grade Four. This administrative [control] reduces effectiveness as a teacher in meeting the needs of students, but it's helped me grow as a teacher, to do new things and a lot broader insight into administration, and variations between administrators. Some tasks wouldn't be done if not expected, like Physical Education each day.

Pat says that his experience at Mimosa School (to 13th January, 1982) has "given me new insights into the profession. It doesn't allow me to maximize my training, especially [meeting] the individual needs of students in education. Lip-service is given [here] to meeting individual needs." Concerning the placement of students at Mimosa School Pat says that

> it's good according to the school philosophy of heterogeneous grouping. As for grade placement, through teacher recommendation rather than academic mastery, it's good as per Mimosa's philosophy, but I'm not sure it's good for the students involved. Also, pupil progress is based on subjective teacher evaluation about the student, rather than on mastery of curriculum objectives. It's part of the school philosophy. It helps it to function, but I'm not sure it's in the best interests of individual students.

For the future, Pat thinks that in ten or fifteen years' time that

> Teachers will have learnt from their mistakes in philosophy. Teachers and the public will demand consistency in programs over extended periods of time. Schools will do much of their own publishing, out of the tyranny of publishing companies. There will be a return to traditional techniques, and no longer will there be compulsory public education. Parents will put more onus on discipline of children, through optional schooling, making parents shoulder more. There will be regular, paid,

> compulsory upgrading of all teachers. Central Office will mercifully be put asunder. Schools will have the option of functioning with or without administrators. Administration will be defunct as we know it.

Pat says that for himself "I will absolutely not, unquestionably not, be staying for the next ten or fifteen years in the present traditional school system."

Grade Three Teachers

Karen Fontaine

Now within one year of retirement, Karen Fontaine has had a long teaching career, starting in Wales, then on Vancouver Island at a logging settlement, and for the past twelve years at Mimosa Elementary School. With dark hair and wearing glasses, Karen is a heavy smoker who is overtaken at times by bouts of coughing. Karen is married to Norm, who was formerly a superintendent of schools for a school division in northern Alberta and who now teaches at a high school across the city from Mimosa School. Karen and Norm have a son who married during the course of this study, and they live in a quiet rural location about twenty miles from the city. As Karen doesn't drive, Norm drops her at school each day, before 8:00 a.m., and collects her again, usually between 4:00 p.m. and 5:00 p.m. During the summer prior to the major stage of this study, when they were holidaying in Great Britain, Norm had a heart attack and consequently was on sick leave from his teaching position until November of the school year of this study. Norm and Karen often work together, as Norm did by instructing Karen's class in art and crafts while he was on sick leave. They are both avid readers and often discuss, even argue about, educational matters in literature. Norm is retiring at the same time as Karen, and Karen would like to live on Vancouver Island where it's warmer than in Alberta, but Norm is not very keen on moving from the home that they have established here.

Karen says that she's committed to teaching "because I like it. I'd be bored stiff at home. It's not the actual teaching that I like, but making games and other crazy things, planning and designing courses." Her early conception of teaching was that

> it was very exciting, and it has turned out to be as I expected. I thought that the value of teachers was very important, not in handing out information they may or may not have, but in helping about broken homes and that sort of thing. Children need others to talk to. Teachers need to be good listeners, more than previously, and definitely better watcher-outers.

According to Karen the teachers at Mimosa Elementary School "all help each other." She says "I can't stand those with a good idea and they won't share it. There's a lot of sharing here." As for administrators, Karen says that she ignores them. If a principal is good "I admire them and do what they suggest. Otherwise I have no respect [for them] so I avoid them." As for parents, Karen thinks that as a teacher

> you need their co-operation, as they can undo any good that you are doing. You need to be friendly and co-operate with them. Children are still the parents', although many teachers object to their 'interference.' They need to be taken into consideration.

Karen views herself as lacking confidence in handling new situations. She says she's "frightened of anything new," but that "Mimosa allows me to do what I want to do." She tells me that she's "inclined to dig in my heels and get a little 'Bolshy'—that means I'm as stubborn as a mule." Karen agrees to try new things "as I like new things, and I hate to kill enthusiasm. If I tried before and it failed, it was my fault."

To be an effective teacher, according to Karen, requires "familiarity with subject matter, a sense of humour, energy, willingness to sit down with children to try to thrash out what the problem is, eyes alive and sparkling, interested in answers."

Elaine Campbell

Elaine Campbell is tall, with long hair which flows down her back. She wears glasses and usually wears slacks and relatively sombre-coloured clothes. Elaine is single and lives with her mother. They moved to Edmonton about twelve years ago, from southern Ontario, and Elaine is anxious to return to the quieter life that they left. She has been teaching at Mimosa School for about ten years, and really enjoys teaching Grade Three, especially with Karen Fontaine as the other Grade Three teacher. Elaine has great respect for Karen as a teacher and often goes to Karen for information and advice. Elaine is looking for change in her life. In the year following this study she is taking leave, to do things other than teaching, and to do some travel, being especially interested in going to Israel. At the conclusion of her period of leave Elaine intends applying for a teaching position in the part of southern Ontario where her family used to live.

Teaching, and specifically teaching in elementary school, has always been Elaine's long-term interest. For Elaine:

> Teaching school was the neatest thing. I wanted to be an elementary school teacher, as I enjoyed elementary school so much. The teachers that I remembered as excellent were elementary teachers. My mother influenced me [in my decision to teach] as she had always wanted to be [a teacher] but there was not enough money when she was young. When I was a student, teaching seemed so easy. I didn't realize the planning and work in it. I thought that the teacher was in charge, not authoritarian, but friendly, enjoying working with the students. I thought teaching was a very valuable contribution to society. In our home teachers were regarded as parents. Teachers were in charge, and mum didn't reverse the teacher's decision as [the teacher] was highly valued.

In her views about teacher role Elaine has certain concepts of the relationships between a classroom teacher and other personnel connected with schooling. The relationship between teachers, according to Elaine, should be one of "co-operation and equality, with sharing both ways, of materials and ideas, all working together for the same purpose." As regards other personnel, Elaine says that

> auxiliary staff have equality with teachers , just a different job. A teacher has no right to tell a secretary what to do. Each helps the other. Each has different functions in the school. There should be co-operation between teachers and administrators. Administrators are superiors, in charge, but in my experience there has been co-operation, with help and support [from administrators]. As for parents I tend to leave them alone. I'm here, my job is with the students in school. I only contact parents if really necessary. I've always been co-operative and parents have been helpful. The parents' job is at home. We're both working for the same child, just in different areas.

Elaine started her teaching career at Mimosa Elementary School, teaching Grade Two for six years, and this is her third year with Grade Three. Elaine thinks that since beginning her teaching career that

> I have changed ideologically. I have changed my view of children. I used to be all idealistic, thinking that children would learn by soaking it up. Now I'm more practical and I understand children more. . . . Now, groups are more flexible. I don't feel guilt if I have a poor student and a good student

> [in the same group]. I'm not as regimented in my teaching methods.

Elaine feels that her fellow Grade Three teacher, Karen Fontaine, has been particularly helpful to her. She says that

> Karen and I have always worked together. I've been helped tremendously by Karen. Anything that Karen has is available to me. Half of my file cabinet is from Karen. I was in awe of the other teachers when I first started teaching, but then I saw that some of them were excellent, others were pretty bad. For example, they abused children, including hitting and poking with a sharp pencil, and becoming very angry and verbally cruel.

Elaine thinks that Janeen, as principal, "is very forward looking, progressive, so there's more pressure than if continuing in the age-old way. It's probably the same elsewhere with the school-based budget." As for extra-classroom jobs, Elaine says that teachers volunteer for them. She says "you have to do something, as you're part of the school. You can't expect one to do all, but all should do their share."

As for influences on her own teaching, Elaine thinks that

> as others determine the school objectives, it modifies things. For example, this year writing was a school objective. I was in agreement at the time and I've done much more writing than ever before. Somehow this staff influences each other to put in long hours, as in volunteering for jobs which were finished in five minutes. This school has changed since I started here. There was less pressure then. I can feel it in just nine years. I had not dreamt of the amount of discipline necessary [in teaching]. In my own school days the Principal did the disciplining, now it's more for the teacher [to do]. There are pros and cons to it. The teacher knows the children and what works best, but children also get the idea that the teacher doesn't have any support. Janeen was like that at the start, but she has realized that she is the final authority. Mimosa allows me to be the type of teacher I want to be. There's a good deal of freedom about programs and methods. It's pretty well up to the teacher.

According to Elaine an effective teacher:

> teaches students what they need to know, about the curriculum, or failing that [she] can keep the students interested in school and accomplishing something. For example, if not Grade Three math, then can take them from where they are and teach them some things, not have them frustrated or turned off as they are unable to do what other students can.

Elaine thinks that

> the School Board, the Department of Education and administrators often set down curricula that are not suitable. They have often set down a curriculum without studying how it will work, if it will work, and if it is suitable for the age level, and then they change it in three to five years.

The future, for Elaine, is "probably still in teaching, hopefully as a school librarian and teaching little kids. Hopefully not in Edmonton, but in [southern Ontario]." She tells me that she's seeing Janeen about taking leave next year, to take courses about school libraries. She says that "I feel a need to take time off."

Grade Two Teachers

Diane Jones

Having taught kindergarten for the first five years of her teaching career, Diane Jones thinks that she is finding her way in teaching Grade Two, with this being her third year with that grade. Tall and very thin, Diane is somewhat of a paradox. She appears outwardly to be very calm and collected, but she is often "full of butterflies" and in the year previous to this research she took some leave for a few months to reduce pressures on herself. Diane and Natalie are close friends and they and their husbands spend much time together socially. Diane would like to leave teaching within the next few years, to have a family, and to prepare herself for a different career, probably in interior designing and decorating.

Diane says that

> I want to try something else. I need that challenge. I like teaching a lot, but I haven't tried others, so I owe it. I think I've done a really good job at teaching, so it should be the same at other [jobs]. Teaching has been very good for my self-esteem. Early on I was very shy, and gained much confidence. I helped lots of kids, so that makes you feel good. I met lots of parents, so widening my experience. At first at Mimosa, and I've been here for eight years, the staff was very cliquey, with a real division between Division One and Division Two. They rarely sat together. Many had been here together for a long time, set in their ways and didn't like new ideas. They didn't like me, as the previous kindergarten teacher was part-time and very free and easy, very liberal and that approach was frowned on by the teachers. When I came I was a workaholic, shy, no coffee breaks, no lunch time for the first one and a half years.

As for role models in teaching Diane says that

> my mother taught in a one-room school house, and her sister was a teacher, and some of my boyfriends' parents. The good teachers that I remember in school were in Grade Seven in Junior High and in High School Biology. They felt very comfortable and that showed. They were fun to go to, and you came away with a lot. There was extra time for problems and they were easy to get along with.

Diane thinks that her own aptitudes included that

> I got along well with children. I liked it, answering [children's] questions. It was a real challenge to babysit in a new neighbourhood. In one neighbourhood I was asked to babysit five notoriously difficult children, and I did, and often after that, and the children were super. For me it was a deliberate choice to teach young children, and it still is. Early on I didn't realize that [teaching] would take so much time as it does. I was not expecting the curriculum as I found it. I didn't expect it to be as hard on the system as it was, physically and mentally. I thought that the pay was higher than it is, compared to other professions. I thought holidays would be holidays, not keeping your sanity. I didn't think [teaching] would encompass life as much as it does. There's not really time for badminton, figure skating, skiing, etc.

In considering the relationship that she has with other teachers, Diane says that

> If I have a problem or need material, or others have that, we help each other out. For example, I have a good collection of songs

> from teaching kindergarten, so others can use them. Or if you just want to talk, giving information or relating experiences, where you need a listener. Julie [the other Grade Two teacher] and I, if we need a good book, then we tell each other. We've talked about team teaching, but we've not made time for it. Sometimes I get very down, talk about it, and try to keep at an even keel. As for the auxiliary staff I feel close to them as a person. I like them all. Their job is not lesser. They're taking a load off me, task sharing what has to be done. If I had to do that [the things that they do] then I wouldn't have time for other things. As for administration, I think that it's really important to have an enthusiastic, intelligent, well-organized administration. It's really important to have open communication. I know we don't have that. It's important for ideas to be shared, but not [forced on you with pressure]. There can be insensitivity and lack of tact. Some situations should be handled more positively.

When thinking about how others modify her teaching role, Diane says that

> Often teachers in the staffroom talk about presenting a new concept, or share new ideas. If I feel like it, I try it. Julie [the other Grade Two teacher] will often ask for ideas, and vice versa, and we compare successes. I look back on the year before and see what was good or bad. The parts that I didn't like that much I would change or leave out parts I didn't think had been valuable. Janeen [as principal] shares a lot about Language Arts. I tune in and sort out what would work for me. Sometimes a parent will tell me of a student's special interest, so I look for a book on that topic, for example, pulling a book from the library for an independent report by a student on 'ground hog day' soon [2nd February]. The students' personalities determine how I present things.

As for her extra-classroom responsibilites, Diane thinks that

> If I'm on too many committees I don't look forward to it, so that's extra pressure. Last year I was too involved. Not so much this year. I made a deliberate choice of the kitchen committee, so as not to be on the fund-raising committee, and also I'm not volunteering for as many this year. I never dreamt I'd be putting in so many hours. I knew about preparation time, but not so long. I was not aware of all the other things to do, on committees, and in-service. Now I go to few in-services, as I'm tired by the end of the day, so it is a great effort, and I didn't find many helpful after the first few years. I like to work through ideas before I listen to more. Mimosa allows me to be my kind of teacher.

For Diane, the effective teacher

> identifies students' needs and teaches to that level, bringing down to that level. You should present with enthusiasm, and allow the students to develop a sense of independence and responsibility. You should be open to ideas, open to new ways of doing things, but able to sort out what works best for you. Students help the teacher a lot about her effectiveness, as do other teachers and the principal, sharing ideas or material or listening or talking about concerns on content matter. The counsellor and resource person help, too, meeting with students on one-to-one. They make time to talk about things that I don't make time for.

Teaching in the future will be different, according to Diane, in many ways.

> There will be a lot more use of computers. There will be smaller groups, and non-graded schools. There will be a more open curriculum, more resource people, more field trips, more interviews with parents, more preparation time for teachers, more counselling time, more teacher aide time, perhaps even in classrooms more than at present, more resources, films, A/V equipment, and possibly teachers will have more say in what materials are used in relation to the curriculum.

Of her own future Diane says that if she has a family she'll be "back working, probably part-time, either in the interior design business or in consulting with the School Board, about Art or to do with young children."

Julie O'Shea

This is Julie O'Shea's first year of teaching a regular class, as in the previous year, her first in teaching, she acted as a resource person, helping those teachers who required assistance. Julie enjoys teaching Grade Two. She is married, with a two year old daughter, and towards the end of the period of this study she gave birth to a son. Julie is good friends with Janeen and as they live in the same part of the city they sometimes ride to school together.

Julie is short, wears glasses and is friendly with everyone. She spends a lot of time at school with Diane, as they compare notes about teaching Grade Two.

Julie believes that she is

> very committed to teaching. I would be more so if I had no child at home. I feel that I have certain responsibilities of time, so I'm planning work usually after 9:00 p.m. I spent more time with things before the baby, but that was bad as I was spending all the time from 7:00 p.m. till midnight each night on teaching [related activities]. Now I spend one night late at school and one night at home. I plan a day at a time. I don't like it, but it's going okay.

As to the aptitudes that she brought to teaching, Julie thinks that she has "a lot of patience. I get along very well with children and I have a good feeling with them. I'm not great at speaking in front of people, but it's fine with children. I'm not outgoing." Julie deliberately chose to teach in elementary schools as she

> likes little kids. At first I considered [teaching] Art in High School, for total satisfaction, but it was not what I really wanted. Older kids scared me. I'm not authoritarian. It's really hard to be authoritarian and I can't really do that. Last year teaching Grades Five and Six for Art was very difficult as it was out of character for me to handle the situation. I found it very stressful. I like to have the feeling of working with kids and having them work with me.

As for her early conceptions of teaching, Julie says that she

> thought of it as teaching kids, teaching and working with them. It's better than I thought it would be . I never thought it would be so involved, and so much work and time. You don't know what it's like till you're there. I never thought of my own teachers as working so hard.

Julie finds other teachers at Mimosa Elementary School to be "supporting and helping. They share a great deal. In talking to office workers you hear of gossiping and backstabbing, but I've never seen that in [this] school. [The atmosphere] is unthreatening and unthreatened." Julie perceives the role of auxiliary staff of the school "in a sense the same [as teachers], co-operative, and helping to make their job easier wherever possible, too." With the administration of the school Julie believes that she has "an open relationship. I'm not afraid to ask for help and support. With Janeen I'm able to keep very open and friendly and I don't feel threatened at all. I will be helped here [at Mimosa] and it should be that way, too." In relation to the parents of the children whom she teaches, Julie feels "responsible towards them, keeping communication, keeping them informed, especially if there are problems, co-operate. Help should go both ways, including help at home."

The first impressions that Julie had of the staff last year were that the teachers were "really good, and friendly. As teachers there was a good feeling. I felt that they probably were very good. That was confirmed and I feel more strongly about it. This year I'm getting to know them on a different level." Last year Julie taught part-time at Mimosa, in math, art and health. She was approached by two teachers about

> putting in time with their students, but there was no time. After starting I could have increased to full-time if numbers increased. Janeen didn't want to add extra time, possibly because of the budget. Maybe she could have spent it but Janeen didn't want to. I was happy with my own schedule. I would often talk to Janeen from 9:00 a.m. to 9:30 a.m. while she worked.

In considering how others modify her teaching Julie says that she

> often talks to someone, especially Diane [her fellow Grade Two teacher] about ideas of doing things, especially particular sections. I'm influenced a lot by others, as a young teacher. Others have many ideas. It's mainly Diane this year. Last year it was with Natalie, as we were together on math.

It is with reluctance that Julie does "marking, as it is time-consuming, and planning only if it is not interesting, or if I'm not sure of where to go from there. I don't like to be unsure of where I'm going." Julie thinks that Mimosa School allows her to use her "natural style" in teaching.

For Julie, an effective teacher

> can see where needs are and works at providing for the needs. She has a good relationship with kids, is creative in style and in things that are presented, is a positive thinker, patient, willing to learn more by listening to advice or other opinions, willing to change, open-minded, and dedicated.

Julie thinks that "Natalie probably is [an effective teacher], Diane probably is, too, but I have no real idea of the others."

When Julie thinks about how others contribute to her effectiveness as a teacher she says that she gains from those who are

> willing to share ideas and problems, being available to talk when necessary. For example, Diane and I often put sheets in each other's mailbox, and copies of tests, for ideas on our expectations. We often have a different slant, so it's good to see that and sometimes incorporate it. Diane having taught the curriculum for several years brings in extra ideas. Sharing materials, there's a lot of that here. The general morale of the staff is relaxed and open. That helps you to feel good and therefore more effective. You can do a better job if you feel good about the people with whom you work. Janeen, in particular, drops in and gives very positive reinforcement. She comments about the good things in the room, [with which] she helped, and when observing she gives very constructive suggestions, not criticism that you take the wrong way, though some may, but always very helpful.

Julie's view of teaching in the future is that it

> will become more creatively oriented for teachers and students. Maybe there will be more consideration for individual abilities and personalities. I was never exposed to the idea of self-concept being so important. I didn't realize that was part of the school philosophy, even last fall. I was not aware of this big thing, self-concept. Hopefully this important thing will be built on. I'm hoping that [in the future] students will not have so much to do, that [there will be a] more experience-

> oriented approach, more related to the students' experiences. That's one of the main philosophies at Waldorf, fantasy and experience at Grades One and Two. It's encouraging to see us doing it too. I had thought it would be great to put Jodie [her daughter] in to Waldorf. I hope that will happen. Many of my students are not ready for the curriculum yet. If they have the right approach they catch on and enjoy it, but not at present, for example, those who can't read.

Of her own future Julie thinks that it

> will likely be in another field, art-related. Things could prevent it, like I can't afford to quit teaching to go back to school, or I may decide that teaching is the place to stay. I still really have an inner desire to do art, and teaching doesn't allow time. Even in the summer there's not time, as you catch up on all the other things. If you have another job and you're trying to do art on the side, there's probably no time. So you probably need to go into art. [Being in] education probably is not permanent, as my husband's job keeps us moving. I could teach art in a college, but not in art school, where students think that it's easy marks and a good time. I'm hoping that I'm not pressured to work all the time. I like free time to do as I choose.

Grade One Teachers

Isabel Adair

Another long-serving teacher at Mimosa Elementary School, Isabel Adair, would like to live more quietly than she does in the city life of Edmonton. She craves peace and is thinking of attempting to gain a position as an exchange teacher in New Zealand, so that she can decide if she should live there permanently. Divorced several years ago, Isabel has a son, who is almost finished his secondary schooling, and she expects to pay off the mortgage on her house very soon. Isabel, being very feminine, usually wears dresses at school. In her thirties, Isabel left Scotland many years ago and has no desire to reside there again, although she covets some of the old values that are part of the life-style and ethic of "the old country." For the past two years Isabel has been considering transferring to another school, but such an opportunity has not arisen. During the year of this study Isabel taught Grade One, as she had done for several years previously, but in the following year she is teaching Grade Three, as she felt that she needed a change. Isabel is quite a nervous person, but gains confidence in what she's doing as she becomes involved in it. New experiences tend to deter her, but she often overcomes these fears by attempting new things.

Isabel enjoys teaching very much, as in teaching "you take a lot in and give a lot out, but the satisfaction outweighs the frustration. Lately I've felt like taking a year off, free of bell ringing. I'd like to do some travelling, courses, and other things I never get to do." In remembering Miss Beakie, her Grade Four teacher, Isabel says that "I revered teachers. They seemed a race apart. I wasn't sure if she [Miss Beakie] went to the washroom, although I didn't fear her." Isabel considers that she had no special aptitude for teaching and that "I'm reasonable [as a teacher] through practice." Before becoming a teacher Isabel was not sure what it meant to be a teacher. She says "I didn't really associate teaching with so much preparation. I thought that perhaps children would be easier, more co-operative. I didn't expect children to have so much trouble in learning."

In considering her relationships as a teacher, Isabel thinks that with the other teachers she "shares problems and ideas, crying on shoulders. Other teachers are someone to talk to who is not a six-year old." Isabel thinks that administrators are there

> to help when there's a difficult problem, although it's much better to handle it yourself if possible. [Administrators]

> are useful to help with parents at times, if having attendance problems, and helping with advice on organization of programs.

As for her relationships with parents of her students, Isabel says that "I get along as well as I can [with them]. I try to be straight, keep in touch, be diplomatic and honest. I always get on well with parents."

Other teachers have a modifying effect on her teaching when they "share things that work well, and in passing, when you ask about that on the wall, or if stuck on Friday, you're given ideas. Also if a student is in difficulty, others make suggestions." Believing that the school allows her to be as she likes as a teacher, Isabel says that she "listen[s] to ideas to a point, but I know what to do myself. I have no complaints, as I do what I want to do. I'm pretty much of a conformist, so I do nothing outlandish, so I'm left alone." Isabel says that she never dreamt that there would be in teaching so "much conception, airy-fairy, pie in the sky."

For Isabel an effective teacher is one in whose classroom "children learn and enjoy it, where there's a good relationship, a co-operative effort with the students. I like students on my side. I like obedient students, with good manners. Some require training." Isabel thinks that parents of her students at Mimosa Elementary School are "very willing to help children at home, and encourage children to listen, learn and do their best at school. The parents are really positive in their responses if I call them about extra work to be done, whether they carry it out or not!" Within a classroom Isabel likes "to have heterogeneous grouping, as it's soul-destroying to have all slow students."

The role of teaching in future, according to Isabel,

> depends on so many things. There will be more and more pressure on teachers to perform, from the community, and there will be more rebellion from students. There will be more reliance on computers and A/V materials, and more decentralization. Things seem to go in cycles, so there will be more control within schools.

Of her own future, Isabel says that she'll

> be thinking of retirement if still teaching. I would like to be out of Edmonton, teaching in a smaller community where there's less pressure. Maybe something completely different from teaching, I'm not sure what, but I'm caught up with superannuation. It would probably mean a lot of training for another equivalent, in money and vacations, job. I will certainly be doing something different in the next few years.

Laura Lanner

In the year previous to this study, in her first year as a teacher, Laura Lanner acted as the school librarian and music teacher at Mimosa School, as she had taken a library course during her university training and she has a "private musical" background. In the year of this study Laura was a Grade One classroom teacher, somewhat of a perfectionist in whatever she does. Within her social circle, which includes Janeen Carlisle, Laura is regarded as a very fine homemaker and a great cook. She had considered a career in medicine, as a doctor, but chose teaching, as she felt that she couldn't reach her own expectations of herself in medicine and have the level of family or social life which she desires. Laura is in her mid twenties, wears glasses and looks very neat and composed at all times. She appears to be a little tense and to be a studious type of person. She is married with a daughter in kindergarten at Mimosa School, although they live several miles away. Most of her non-class times are spent working on school-related matters, either in her classroom or in the staffroom.

Laura says that she's "very committed to teaching, and I can't think of anything I'd rather do, despite the problems and hours. I think I was born to be a teacher." For teacher models Laura had both her parents, her father as an administrator and her mother teaching at different levels, and many of her friends. As she says, "I was always around teachers. I liked all the friends that I had. I saw them in the role that I would like to be one day." Laura thinks that she had "no problems with children" even as a teenager. She "wanted to be close to children . . . to help kids and know them." Laura's early conceptions of the teacher role included the idea that

> the teacher told the children what to do, they did it, and went home. I didn't see the human part, only the technical. [Now] I see children grow up. I've been here two and a half years and I see [their] progress. In elementary school [children] are so keen, they want to learn, even if they say they don't. Teaching is very important, as parents and computers can't handle education. It needs specialists to teach the social and academic.

Laura views her fellow teachers and herself as exhibiting "teamwork, a personal and professional friendship. [Other teachers] act as a sounding board a lot." She says that Janeen, as the only administrator with whom she has worked, "is not like I thought in earlier years," as Laura has "no fear of her" and her relationship with Janeen is of "co-operative teamwork." She says that "Janeen is a friend who gives advice." Laura thinks that the auxiliary staff are "very good and indispensable, always helpful, the same as teachers. They are working on paper rather than with children." As for her relationship with parents Laura maintains that "I have no problems.

They are supportive and enthusiastic and pleased with my teaching efforts."

Laura feels that the teaching staff with whom she works at Mimosa Elementary School

> is friendly, helpful, curious. They're good at their job, by observation and the behaviour of the students, and the teachers are very candid. They're very interested in the children, caring and loving. There's a lot of good things happening, and no-one is afraid of work.

As for other teachers modifying her work Laura says that "when you need help, someone mentions an idea so you can choose. Help is there if you want it. You just ask." Laura is not happy about placing marks on student report cards, because "it's so hard to fit children into moulds like that. It could affect the child and parents in a different way from intended. There's a problem of interpretation of comments." One factor of her teacher role which has surprised Laura is the

> amount of time in school. 7:30 a.m. from home till I'm home again at 6:30 p.m. or 7:00 p.m. I had thought it would be 8:00 a.m. to 4:30 p.m. Then there's still more at home, two to three hours each night. It disturbs me a little, as I have no time to myself and sometimes not for my family. It hasn't changed yet. When I'm getting more used to the job I'm getting more responsibilities.

Laura believes that Mimosa School allows her to "be natural," with "a lot of freedom about programs and methods. I'm not a radical, so I'm able to try anything, and I've always been encouraged and supported by Janeen." According to Laura an effective teacher is

> committed to work, to kids, feeling empathy for them. It's a lot of hard work and time. An effective teacher likes and cares for children, has public relations skills with students and parents, can meet individual needs, can see problems and how to cope, helps with emotional problems so children can trust [her], is willing to take chances with programs and with

> children, can admit it when wrong, wanting to learn and constantly looking for new ideas, open-minded about students and teachers, and incorporates 'new' when necessary.

Laura likes the organization at Mimosa Elementary School, as there is "freedom for teachers to operate as themselves. It is child-centred, in the best interests of the students, and is very fair." In the future of schooling Laura sees "lots of changes in expectations and programs, and computers used extensively." She thinks that there will be "integration and mainstreaming," with "handicapped children who are capable of coming to school [coming] to regular classrooms, with special education phased out." Laura also hopes that "classes will be smaller," and thinks that there will be "a lot more knowledge [required] of teachers" and that teachers will be "upgraded on the types of equipment [that will be used]." She thinks that there will be "a lot more specialized schools, in art and fine arts, even in elementary schools." In Laura's view schools will be "more community oriented, with stronger parent groups and community use of the school." She thinks that schools will be offering more optional programs. Teachers and administrators will be looking at Division One for content.

> It's fine at present for those [students] who are ready to read, but for others the programs are very limited. Students are expected to come to Grade One with certain information and skills. It's not happening as many are from problem families and that's affecting learning, as it needs to be handled so that allowances are made. Even in social skills, how to keep friends and co-operate. There is a lot in Grade One, in Reading, Math and other areas, so you're unable to do it all."

Laura thinks that school-based budgeting will give teachers "more responsibilites, as [teachers] become accountants, technicians, policemen—do all sorts of things." For herself, Laura hopes her future will be "in a small town, teaching, in Early Childhood or early Primary. Then, having gone back to university, looking at administration."

Tracey Dent: The Kindergarten Teacher

The kindergarten teacher at Mimosa Elementary School is Tracey Dent, who, in her late twenties, is single and seemingly carefree. Tracey holidays each year in an exotic foreign resort, such as Acapulco, the Bahamas, or other tropical locations. Tracey sees herself as being different from the other classroom teachers at the school, as she has two different classes, one in the mornings and the other in the afternoons, and she has the assistance of a teacher's aide, Donna Stanton, for a considerable period of time each day.

Socially, Tracey is part of the staff, yet professionally in her role as the kindergarten teacher she is different, in her own perceptions and in the view of other staff members. That she teaches two distinct groups at different times of the day, and operates in an "unstructured" classroom environment without teaching specific subjects, contributes to the role that she plays as a staff member. At times, however, she is quite vocal in her opinions on matters which affect the whole school, such as the desired level of discipline.

Peter Spence: The Music/Resource Teacher

Peter Spence, with ten years of teaching experience, was hired this year as the music and resource teacher at Mimosa Elementary School. Quite tall, wearing glasses, and immaculately groomed and dressed, Peter looks to be a dignified professional. Slow to speak, he provides measured statements that imply considerable thought. He appears to be a sensitive musician, a vocation in which his wife is enjoying much attention and success. Despite his air of professional poise Peter exhibits early in the school year a lack of confidence in his own ability to handle his role at the school, which culminates in his retirement, through ill-health, after about seven weeks of the school year. Initially on sick leave until the Christmas vacation, Peter still requires medical treatment and feels unable to return to the rigours of teaching, either at Mimosa or any other school. His leaving created an unexpected gap in the professional life-world at Mimosa Elementary School and provided many of the other teachers with concern about their handling of the pressures of their jobs at the school.

Kathryn French: Another Resource Teacher

Kathryn French arrived at Mimosa Elementary School in January, 1982, to replace Peter Spence in the area of resource teaching. Kathryn had just arrived from eastern Canada, having taught in Ottawa and Montreal for the preceding several years. Kathryn describes herself as "enthusiastic, but moody." She is very sociable and doesn't enjoy being alone, so that when she was at Mimosa initially for only part of the four days each week, she would stay at school for company, and so that she could gain a ride to her home, as she doesn't drive a car.

Kathryn has been able in a short time at the school to establish herself as a willing resource person and as an interesting, sociable member of the staff. Quickly becoming an integral part of the staff, by her openness and friendliness, Kathryn within a few months after her arrival, has become very involved in staff relationships and in the lives of individual teachers.

Joy Summer: The School Secretary

The school secretary, Joy Summer, has been at Mimosa Elementary School for six years and is a very important member of staff, as she knows a great deal about what is happening and where things can be located. In her forties and wearing glasses, Joy has a very pleasant greeting for everyone who comes to her office. She relates well to all staff members, but especially enjoys the company of Karen, Diane, Barbara and Terri. I found during my stay at Mimosa Elementary School that Joy rarely succumbed to the pressures of her position and was willing, even generous, in providing assistance.

The Teacher Aides

Terri Ralph and Donna Stanton are the two permanent teacher aides at the school, and they are very good workers and relate very well to the rest of the staff. Terri is extremely busy, as she assists seven different teachers, whereas Donna is involved primarily with the kindergarten class, although she has other duties as well. Terri seems to have a constant smile and is ready to give her opinion about what is happening. Donna likes to joke and to play tricks on teachers, and she is very generous, often bringing fruit to the staffroom for general consumption.

The School Custodians

The custodial staff of the school changed during the year of this study. The head custodian, Jack Sillar, has been at the school since its opening in 1967, and he remembers the highlights and changes of the years of his employment at Mimosa Elementary School. Jack is a little reserved and seldom speaks to most of the teachers, but he has a relationship of camaraderie with the auxiliary staff of Joy, Terri and Donna. He is very fond of children and is a bit of a "softie." During the summer preceding this study the other custodian, Neville, was seriously injured in a car accident, in which his wife was killed and his children injured. Therefore, Neville was on sick leave for the whole of the school year. That left a gap in the custodial ranks, sometimes alleviated by part-time relief custodians, but not filled until Jeff Wicks was hired mid-way through the school year. Whereas Jack is in his fifties, Jeff is about thirty years old and goes about his duties efficiently and pleasantly.

Student Teachers

Several student teachers from the local university were involved in practice teaching at Mimosa Elementary School during the course of the 1981-82 school year. Two of the student teachers, Cathy and Adele, were involved in a special teacher training program, called Plan B, which meant that each of them worked separately at different times of the school year with two of the teachers, Karen Fontaine and Isabel Adair. Megan was a student teacher who was involved with Henry as her co-operating teacher, and Julie with Barbara.

Parent Volunteers

Parent volunteers assist in a variety of ways at Mimosa Elementary School. Jane Patton commenced the 1981-82 school year as co-ordinator of the school's lunch program (with some monetary remuneration), but during the year became a paid teacher's aide with a Grade One class. Other parents are mentioned during the study, in their roles of helping with watering of plants, assisting the librarian, assisting with the lunch program, helping individual children and helping on field trips. Some teachers worked happily with parent volunteers, while others were not interested in involving the parents in school life. Some teachers, including Pat, Natalie, Karen and Julie, were assisted by student volunteers in a nearby Junior High community program.

The Staff Perspective

In this section a collected viewpoint of the staff will be described, as it was expressed by individual teachers. Of particular interest are the staff views of teaching, curriculum and schooling. These concepts, broadly speaking, became part of the dialogue of the interviews in which I engaged with individual teachers during the month of June, 1981. In the instances where a teacher has added to the transcript of the original interview, the date of the addition is provided, indicating that a particular statement has been added to the original viewpoint.

Collected Views of Schooling

The concept of schooling as interpreted from the teachers' perspectives involves the interaction between teacher and students, and learning that occurs in the classroom. According to Diane Jones, who teaches Grade Two, schooling means that:

> At the beginning of the year I have certain things in mind that I'd like to do, and in order to do them I need their co-operation, and if I don't have that I don't think it's going to be, they're not going to benefit from it. So, in order to get where I want to go, I want them to want to do it too. So, by bringing myself down, so to speak, to their level, and trying to be a very good listener and very open minded. I don't know, they respect me for it, and they're more willing to do things for me, the things that I want them to do.

When Diane thinks about the role of schooling she compares what she knows today as a teacher with what she knew in the past as a student.

> I think they should be learning every day. I guess if I'm teaching a class and I've got certain things in mind that day, and something else comes up, as it often has this year, we stop, and we settle it as well as we can, and then we go on. I adjust my timetable that way. I've had to do it a lot this year. A lot of talking, and a lot of listening. I think when I look at the Social Studies program, in particular, there is, as I mentioned before, there's a lot of discussing, and maybe too much discussing. When I went to school, getting back to when I went to school, I guess I didn't discuss that much. The teacher stood at the front, did her thing and we memorized it, or whatever we did. I don't think there was really that much of a concern for how we felt about certain things. Now, well, we're talking about this issue, or that issue, and how we feel about this, and how you feel about that. I guess my bias comes over quite strong. They know how I feel, from the start, and I don't know if I like that. I don't know if I like that they know that I think this way, and "I guess I'll think that way because she's thinking that way." I don't know if I like that, but it's hard to measure how children feel about certain things, too. In a large group discussion I don't like to keep them for a long time, because they just won't sit. Put them in a small group and then I circulate. You pick up things here and there, and you can get a better idea of how they are feeling, or doing some role playing. But it's certainly a harder thing to measure than the knowledge kinds of things that they teach. . . . When I went to school it was more knowledge oriented than it is now.

Although Diane believes that schooling today is "better" than in the past, schooling still presents her with a dilemma.

> I like it better now. I think children should have to think about things, examine them, but I think that there's an awful lot of that, and a lot of times the kids will say "Well, what are we going to do now? Are we going to finish talking about

> this now," So I don't know, I don't think they're enjoying it, all of the discussing that we're expected to be carrying on, and that they're expected to do. They're wanting to do things with their hands, and they like to talk, too, and they like to listen, but I think they like to do other things, too.

In Barbara's view (Barbara teaches a composite class of Grades Five and Six) schooling involves both academic learning and socialization, and they are inter-related. She says that

> I doubt if you're going to have much academic learning occurring unless you've got socialization skills first. So probably you need to have an atmosphere that is conducive to learning (and a student(s) properly socialized to benefit from the variety of learning experiences that will take place—April, 1982).

In response to Barbara's comment above I asked her "How do you achieve that?" (that is, that atmosphere). In reply she says.

> That's subtly achieved. That's the interaction between teacher and student. How do you achieve it? That's . . . that's your personality coming into play, that's the way you think of people generally, that people are good, well, that children are good . . . oh, I don't know . . . you can work at it but it's mostly you in the beginning, the way you are as a teacher that sets . . . the way you get along in your classroom. It's from the first time that you walk in, with what type of energy, the look about you, your face, the whole bit . . .

In developing her theme of the role of schooling in the socialization of children, Barbara is concerned with the children's future as members of society. Her goals in schooling relate the school situation to society at large.

> I like to think that they will become individuals that are "other-directed," not always for themselves. Such things as learning that being first is not always important, that you're going to get there even if you're further down the line, or even at the back of the line, but there are still good things for you. I want them to be able to volunteer help to other people, but I also respect the right of a child, that at times they want to be for themselves, and if they want to be by themselves, that's perfectly right, too. I don't believe that we should completely, always be "other-directed." I think that we have to remember that we are people and important in ourselves, and I want children to realise that, too, that they don't just automatically think that

> they have to give. There's a time to say "yes," and there's a time to say "no" in life, and that has to be a decision that they make. When they make that decision they have to learn to live by that one. I think that's what I'm really interested in seeing children do. Make a decision and live by it, but weigh them. All decisions have good sides and bad sides, but think before you decide.

Barbara thinks that for children school is a good place to be, and that, "if they were really being honest with themselves" children would see school as a "really good place to be." She says

> I think because for a lot of them they find people really do care for them. I think they like the discipline, and I think that they also like a lot of the things that we do; they like the frill things a lot, but they also, at times, enjoy settling down and doing some of the academic work. I think, for children, it's a good place to be. Give them the choice, they'd be back here on their own.

After having taught in elementary schools for most of her adult life (more than thirty years) Karen Fontaine has firm ideas about what schooling is, or what it should be.

> Actually I think I'm here to teach the course of studies that is provided. I think that that is what they pay me to do and I really don't see any, too many objections to fighting it, except in certain circumstances [laugh]—well, I sort of ignore it. I like the children to be happy, I like them to enjoy it. Things like religion, sex education, I don't think have any part, not in elementary school anyway, so I leave that strictly alone, and try to be as fair as I can. I just enjoy teaching. You know, it sort of comes. I—ah—philosophy, forget it. You know, I really haven't thought that out.

Developing a sense of appreciation of the world in which we live is one of the important roles of schooling, according to Karen. That includes the world of written things as well as the world of nature.

> Well, I hope I've got them a little more interested in reading, you know, reading for fun. Things like this, and it's awfully nice to have children come back, you know, donkeys' years later and say, "Do you remember when we did this art project?" and they'll produce something they did in Grade Two, and here they

> are, married with three children, like I had last summer, which I thought was quite funny [laugh]. You know, there are so many wonderful things in the world to read and to look at, and yet some of the children are very dead. They see nothing on the way to school. You know, "What did you see? What did you pass?" "Nothing." A truck went by, and you know that's it, and even on a beautiful frosty day, that makes me mad, when they . . . so I like children to sort of appreciate things that are around them.

Karen wonders what she can do, in terms of schooling, to help today's children, because of the problems that today's society brings to the school.

> I don't think I have that much influence on them really. I think for a year, you know, ten months is such a short time really. There's such a few hours in the day, and some of them have such miserable homelives, and it seems to be getting more and more of them. Well, I'd say, even five years ago, if I had one child in the class that came from a deprived home or split home that was fine. This year, I've got nine, out of twenty three, which are . . . the numbers are just jumping. And the children seem to be getting so . . . even brittle about it, casual, and "oh my dad's gone," "oh, it's my mum."

Elaine Campbell, the other Grade Three teacher, feels that she is like other teachers in her approach to schooling.

> Well, I do as most teachers do, all teachers. In the first weeks you let them know the rules you expect them to live by in the classroom, keep reminding them about them. . . (I've lost my train of thought there).

From Elaine's viewpoint schooling means that children pass through different phases, as each grade provides them with different influences and significant experiences.

> I don't know if in Grade Three you really influence them that much. You try to instill them with a lot of reading, to get them literate so that they can function in the world when they're grown up. You try to make it an enjoyable experience so that they can look back on that area of their life as a fun time, productive time. While they're with you, usually you are one of the most important people in their lives, second to their parents and other relatives. But once they're gone then you're no longer important. The next teacher becomes important, fills that role. In preparing them for the next grade you get down to the skills. You have your

> curriculum set up—the School Board in its wisdom says they must know what by the end of Grade Three [with laugh], to be ready for Grade Four. That's what you do. You try to develop the social skills of the classroom. In Grade Three they're still a lot, really little kids, but there's a big switch between Grades Three and Four in their expectations, and in the amount of . . . well, support's not the word, because teachers here are very supportive, but bolstering up you give to a child. In the primary grades the teacher's always there. When they get to Division 2 the teacher tends to stand back and let you do it on your own. And in Grade Three we have to span both [laugh] . . . you try to start getting them a bit independent, able to work on their own without constant teacher help, teacher supervision.

For Elaine, a child's time at school should be "productive," by which she means that through schooling children should be provided with skills for present and future use.

> Well, one thing is the skills they've learned. Again, in Grade Three you instill the basic skills that are going to be used all their life. They're still learning to read better; math, addition, subtraction, multiplication, division . . . the basic ones that all adults use; writing—they just love to write. As far as they're concerned, when they come into Grade Three "When do we learn to write?" That is what Grade Three is. The big kids write, adults write; they learn to write and they're big stuff, really big stuff. Also, productive in learning to amuse themselves, keep themselves busy, make wise use of their leisure time, or their free time in the classroom. It disturbs me to see these children who just sit. There's so many things they could do. I have some things in the classroom, but also they should have imagination, and at least be able to, or at least I think they should. A child should be able to just take a piece of paper, their scissors, and amuse themselves, making hats and rings, and all kinds of things. But there are always some who are content just to sit, vacantly.

In preparing children for their future roles in society Elaine wants to play her part in schooling by developing children functionally, so that they can participate in the society that they will enter.

> I don't know if society wants this, but, or expects this of children or adults, but I would want to do my little bit to make sure they can function in our society. If they go through and graduate illiterate in today's society they are totally out of it. What kind of life can they have? What can they make of themselves? I want the best for them. I do tend to think of best in terms of education. I want to prepare them for university,

> or you give them a love of school so that they will continue, which is a kind of prejudiced view, I guess. It's just my view. And the same with the leisure thing. So when they're grown up they will have the imagination, or be used to, expect to, have productive lives, keep themselves busy, fulfilled, with other things beyond their job, beyond the basics. Does that answer it? . . . I don't know.

According to Natalie Yates (a Grade Four teacher) schooling involves self-development of children, providing them with the opportunity to make decisions, both in the present and in the future. For Natalie, in schooling, the teacher acts as a guide and support in this self-development of children.

> Working with a child or student, you know, in a guidance capacity, of providing challenges for the child, intellectual challenges. To be able to help the child cope in what I think is a vastly changing world. And, to be able to make decisions and choices. That's it right now, like . . . I don't know if it's going to change or I'll add to the list. Just let me think some more. Decisions . . . a sense of self-worth, and to maintain that sense of self-worth throughout the education of that person. I think that's really important. And to be able to accept people in spite of their differences. . . . I think that's really important because I think that's what the whole world is all about right now. Acknowledging that we are different, but accepting them and being able to still sit down, and speak to each other. And I guess that ties in with co-operation and social development of the child. That's it for right now. Maybe if I think more, I can add some more later.

Allied to developing this sense of self-worth in children, in Natalie's philosophy the growth of independence and accountability are important as part of the process of schooling.

> Yes, the availability . . . first of all, I find it very hard, and it's still a very difficult thing for me to do, and I think for most teachers, from what I can gather. Where is a child? Where is a child? Where do you think he is in his development? And of course it's not a pinpointed kind of thing. . . . you're in one area, you're in another . . . like say, I'm thinking of cognitive development . . . you're never just in one area during a certain time in your life. I'm trying to develop a student . . . I take a student, and I say, okay, can they work independently, are they anxious? I like to produce a student who feels, who tries, who makes an effort to

> do something independently, who makes an effort to utilise time well, who seeks help when he needs it, but trying first, of course, making the attempt first. I really admire that in a developing . . . developing that in my students. . . . I've lost track of what I was saying. . . . What's the question again? . . . Oh, where am I leading him to? As well as a gain in knowledge and the skills, and decisions, ability to make decisions, and I try to help them with the strategies they use to make those decisions, to live with their decisions and the consequences.

In order to provide the schooling that is part of Natalie's philosophy, Natalie believes that the realm of affective relationships is very important. According to Natalie

> I have to get to know my child first as a person, and I have to get them to trust me, to build a sense of trust between the two of us, so that's definitely the affective domain. I really . . . and then from there I can go. But if I don't build that trust, and there was . . . I'm thinking of a student in particular, and last year where it didn't work, be it personality differences or what. The feeling of trust was not there between us, and it created problems during the year when we dealt with things in the knowledge realm, or the cognitive realm. But, yes, getting to know the child as a person, feelings are very important. Then you work . . . I think that's your starting base for everything else. Then you can work out . . . .

The acceptance of the feelings of children and a desire not to discourage a child strongly influence the schooling that Natalie seeks to provide for her students. Natalie, like Diane, uses her past experiences as a student within the frame of reference by which she interprets schooling for the children in her class. Natalie has reacted to the schooling which she experienced as a child.

> First of all, looking back at my childhood experiences, particularly in the elementary grades, I feel I'm the opposite of what my teachers were. I think the attitude in those days was a lot different toward children and who children were, and that children should be seen and not heard, that kind of thing. I liked my teachers, but I'm looking back and I was a very anxious child. It was nothing to see kids strapped every day. I never received the strap, but, boy, was I anxious about it, you know, just the one slightest thing to do wrong. You know, children do things, they do wrong all the time, and that's part of the learning experience. Sometimes I don't think that kids

> were given enough chance back then. Teachers, they screamed at you, they were nasty. I can even remember in my Grade One experience, the teacher was physically violent with the children, and a couple of times I even had run-ins with her, where she took . . . not beat me, but abused me, and I always had, particularly in High School, I look back at those experiences, and you know, it didn't have to be like that, and if I were ever to be a teacher it would be different. I think that's why I really am concerned with feelings. I know I've hurt feelings in my class this year, the feelings of some children. There are times when I've apologized, because it was a very miserable day for me, or something turned me off. I let them know that I was sorry, and that I . . . I guess what I'm saying is that I know I still hurt people's feelings, but the effort is made to say "I'm sorry" and "It wasn't you, it was me," or "It was something that you did that annoyed me, it's not you as a person." That is one thing that I think has caused me to be different, the teacher that I am now in the classroom.

As with Diane and Natalie, Sid Mann (a Grade Six teacher) relates his views on schooling to the schooling in which he was involved as a student. He says that

> I don't know that the type of schooling I had had much to do with the type of teaching that I bring into the classroom. I know that I had a lot of problems in school . . . but I daydreamed most of my years away in elementary, and I really wasn't tuned in very well to the situation. I guess in that way . . . my teaching might be a product, . . . a result [of my own schooling], as I'm trying to teach in a way that I wasn't taught.

For Sid Mann there should not be a distinction within a teacher in or out of school. The teacher's life should be an expression of unity, what Sid calls "integrity."

> Integrity, I think, means bringing something real into the classroom, and always working towards it, and a sense of honesty and an emotional dialogue. A sense of honesty in terms of how you perceive reality and how you are presenting it to the kids. So that school isn't something else, the world out there isn't something else, that in fact the situation you're in at the moment is real. And that you bring something of your personal self into the classroom. That is, that there is a continuity in what you do in your personal life and what you bring into the classroom so that you're not a teacher role, and so that also makes a real situation for them. Those are things that I'm working towards and that I approve of.

Henry Gonzo, Sid's fellow Grade Six teacher, believes that schooling is the preparation of children for life in society and this includes providing the appropriate environment for the development of each individual child. According to Henry

> One of the most important things we're doing in school is helping kids learn how to get along in society. At the same time we have to help them to get the most out of their potential or abilities as individuals so they can lead a reasonably satisfying life. I think that's very important, both of those points. I'm not quite sure whether one of them is more important than the other, because if a person can function in society, I suppose they'll usually be a fairly satisfied individual. Conversely, if they're able to develop their talents and abilities, to move into some of the directions they want to, they'll probably be a good member of society. The two kind of go hand in hand.

For Henry school is viewed as the social training ground for future members of society.

> One of the reasons I've always thought Social Studies is pretty important is because that, I think that perhaps gets to the core of the kind of learning that kids will need to make their way in society, more or less. We want them to make decisions, [to have] the ability to get along with other people, tolerance for people of different beliefs or view, that type of thing. Kids have to learn to be tolerant of other people, to get along with others who are of different viewpoints from their own, and not to be sort of, not to try to isolate them off by themselves so they're in their own little place, just their own little group of people that think just like they do, this type of thing. That's maybe one of the trends in education today that disturbs me more than any, and goes directly counter to my own philosophy of education, because I think that education should be something where a person is made to see, or learns to see, that the world is a place with a broad diversity of people and that we can get along with other people even though they have different views and that we shouldn't just try to exclude ourselves and put ourselves into our own little box and say "Here we are, we're the best; those other guys over there are, they're all wrong, type of thing. We shouldn't associate with them too much or we might pick up some bad ideas from them, we might get infected with something that is not going to be good for us," that type of thing. That goes counter to my whole idea of education, because education is, should be something that broadens rather than restricts the individual.

As well as being the process by which students learn to live as members of society, in their relationships with others, Henry believes that schooling involves the transmission of knowledge and skills that are considered by society to be important for those who are part of that society.

> Education should be a broadening experience that helps individuals to make their own decisions about . . . and have a good knowledge base developed as well, so that they understand something of the world around them, how the people in that world live, whether it be similar to them or different, or whatever. They have to have a set of skills that will equip them to make their way in the world, so to speak. That goes back to things, I suppose, that kids have to have a good grounding in language arts and reading and writing, these sorts of things, because that is such an important part of our world. They have to have a good grounding in mathematics, again, for the reason that it's just a fact that that's such a very important part of our way of life, in this country anyway, and that looks like that's the way it's going to be in the future, all over the world, no matter where you go. Kids have to have knowledge of where they can get information, on things, particularly on things that change quickly. A lot of the knowledge that we teach today, as they say, is going to be totally obsolete in a very short time, so I think kids have to learn where they can go to get the latest information on whatever they might want to happen to get it on. That's a pretty large part of schooling right there, teaching them to do that sort of thing. I think the students have to have exposure to a wide variety of experience in their elementary career in all areas, including art, or physical areas such as phys. ed., this sort of thing, as well. I don't think that the school should be . . . it shouldn't be made into a sort of, what would you say, blatant indoctrinator of kids in certain ways of belief, this type of thing. I quite firmly believe that. Once again I have to temper that, though, and say that teachers themselves are individuals, they may have their own beliefs and so on that they hold quite strongly, but over a total career in a school, or in the person's education, I think you meet enough variety of different people that we needn't be concerned that some individuals may have a predisposition to believe certain ideas, whether they be politically or whatever, or religious or whatever. I don't think we need worry about some individuals having certain things they may be pushing, so to speak, because over the long run it tends to be balanced out, I think, in the student's school career. So I suppose I think there should be diversity in education, a wide range of experiences for the students, they have to learn to think for themselves, while at the same time they have to be equipped with a set of skills so that they'll

> get along in society, earn a decent living and make their way. I think we have to provide back-up help to some kids in the area of counselling, this sort of thing, but again I don't think that through the schools we can solve all the, what would you say, emotional health problems, this sort of thing, that students will have either, because I don't really think that we're equipped with the kind of resources to do that. Unfortunately, sometimes that makes our job more difficult. How much counselling, this type of thing, that we can provide I don't know. Maybe we're not providing enough, maybe it's at the level we need. I guess if you wanted to sort of put me into a "box," you'd have to put me into a . . . I suppose I'm sort of in the tradition of Western thought on education. You might even go back to the Greeks on this I suppose, that you can teach people how to think, how to enjoy life, and help them to do that, provide them with some basic guidance, show them that their's is not the only way in the world, that their's is not the only culture in the world, but that others might be quite valid, not in a blind sort of way, but they should look at those things, and say, look what's good about it, perhaps there are some things that are not so good. I think if you can do that you're providing the kind of education that I suppose Western society sort of traditionally wanted to provide, but maybe has never always measured up to. I think I'm fairly traditional in that sense that I go along with the philosophy that perhaps goes back about 2,000 years or 2,500 years. You probably found similar things back in the time of Plato or Aristotle or those guys, I suppose, or Socrates. That, basically, is my philosophy of [schooling].

Collected Views of Curriculum

The notion of curriculum that is revealed here is a composite of the "formal" or official curriculum, and the "instructional" curriculum. The "formal" curriculum is usually a written document, and it expresses the expectations of persons or groups in authority, such as legislatures, departments of education and school district officials, as well as the embedded interests of society. The "formal" curriculum is often produced by a team of curriculum developers who represent the educational system in an area. The "instructional" curriculum is constituted by what the teacher perceives or believes is being offered to the students. The "instructional" curriculum passes through value screens, professional competencies, teacher interests, and teacher assessments of students' needs, interests, abilities and expectations. Thus the curriculum described here is the teachers' stated perceptions of the curriculum that is presented to students in schools.

From Diane's perspective the curriculum is based on her perceptions of the situation with her class. According to Diane

> I like to get to know [the students] well and then I can present my material according to how I know I feel they can best absorb it. . . . I guess I . . . adapt things according to the way I think they should be presented at times.

Diane thinks that "the teacher should have an idea of what she wants to teach before she starts, and then after having considered that, presenting it in a manner that the children are going to get a lot from it." In continuing to reveal her perceptions of curriculum Diane says that "a lot of things we do, a lot of things in the curriculum, to me don't seem very relevant, but I try to follow the curriculum." In considering what she perceives as not being relevant and why she follows the curriculum if she believes that it is irrelevant, Diane explains by saying that

> In Grade Two the topic is 'Neighbourhoods,' and a lot of the things we talk about are relevant, but they seem like they're repetitive, and there's a lot of discussing, and in a class like I have, you can't discuss for a period of time. You can put them into groups and that kind of thing. They like to do things, they like to be doing things, and so you can discuss for a bit and you'll have to go on to an activity, but there is just so much discussion. For example, classroom safety, and safety in the school, safety in the playground. We do it here [in Social Studies] and it's also involved in the Health curriculum. I know when I went to school, I remember a few things, but I don't remember talking about neighbourhoods all year. And I'm not saying it isn't relevant, but I guess there are other things we could do.

Elaine Campbell believes, in matters of curriculum, that she knows what is best for her students. In Elaine's view

> Most teachers do. The School Board can say what they like, but they don't have to deal with the children. They don't work closely with this individual class. They, of course, have to generalize and put out something that's going to apply to everyone. I've got twenty three little kids who are all different. Maybe what the School Board chose just doesn't apply to that [child]. No, well actually, we do follow the curriculum. You have your reservations about certain things.

When a new curriculum or program is presented to Karen Fontaine, she is usually very nervous about it, and her implementation of it. Karen is first of all excited, then despairing, then reactionary and finally she implements the new program. In discussing her reaction to new programs, or curricula, Karen says

> Well, could I give an example say, of the new Kanata Kits. It's just like Christmas, you know. I'll open my [box] of new books and things, and usually, I go through everything, like the tapes, the slides, the pictures, the lot, and then I'm in despair. I'll never teach that. Concepts are far too hard for the children. Absolutely ridiculous for Grade Two level. You know, this kind of thing. And then I usually leave it for a week, and then before I start teaching it, I gather extra materials that I think might fit in, that suit me better, like craft things, art things, and then I teach it. I usually swear the first time I teach something new I'm always doubtful, and, boy, do I every criticise it. I'm disgusting, I really am. Funny, then usually the second year when I teach it, well, maybe it wasn't as bad as all that. I get nervous when faced with something new. I beat my brains out trying to find ways of doing it, and this kind of thing, that are going to be successful, but I am nervous. I just blame the tools. Just let there be one mistake on a photograph! I can be quite caustic. Oh dear. Definitely not a good time, you know.

For Natalie the relationships that she develops as a teacher with her students (and their parents) are intimately linked with her perspective on curriculum in the classroom. In her view the teacher is the purveyor of the curriculum that her students experience. Natalie emphasizes that she tries to keep in contact with most parents,

> particularly [of] children who are having difficulty coping with the curriculum that I'm giving them. I'm still not experienced enough, I don't think, in terms of organization, and my efficiency, of fitting a program to the child rather than the child to my program. I'm still working on it, as I find it quite difficult.

When Natalie is given a curriculum or program, to implement with her class, she goes through a complex analysis from her pedagogical perspective, before the curriculum or program is implemented. Natalie does change the curriculum, according to its "appropriateness," from her point of view. In considering her reaction to a new curriculum Natalie says

> I know what I'd like to do, but I don't know what my students are going to be like. I'd like to say that I'd like to know their interests, what are they interested in learning. However, I have this curriculum that I have to go through, so I try and make it as motivating and as interesting as possible. I look through a program, I look at the reading level. Does it suit my personality, the teaching suggestions, lesson suggestions they've given, things like that. I know I've discarded a lot of things, and I only select those I think are appropriate to me and to my class, and that suit the needs of me and my class, and I know that time also comes into consideration in things like that.

The matter of the curriculum in schooling is not a major concern for Barbara Benton. She says that "academically, the program [curriculum] is laid out for one, so it's not too difficult to tell what [to do]." Barbara views the curriculum as being predicated on what is for her a basic fact of life, "that we live in a very complex world, and [students] have to be socialized, and taught the skills to hopefully get along in the complex world we live in."

In reflecting on what occurs in his classroom, from his perspective, Sid Mann says that

> I'm always trying new approaches, trying to learn new things. So if I have an experience in a certain approach to drama that

> doesn't work, that's not successful, well, all I say is that that didn't work at this point in time. I'll try something else. I'll try another approach. And I'm always trying new approaches, even if they're successful. . . . in Math . . . if I have success in a certain approach in teaching a concept I'll use that again [Sid laughs]. Quite often I'll use that again.

From Sid's viewpoint the effectiveness, or success, of a teaching approach or method is the determinant of the value of teaching materials,

> but that is always in relation to the specific objective you're trying to reach in that subject area, and, for instance in Math, good materials, I guess, would be defined in terms of "Do they give the kids enough practice? Do they develop the concept systematically enough that the kids aren't left out, and that they find it easy to follow the development of the concept?" And I know we've taught them some Math programs that jump two or three steps without letting the kids know that they have, and the kids get really frustrated, without development. Whether the practice materials are at the same level that the development is. Quite often you'll have the development of a concept but then the practice materials are at a completely different level—they're much more difficult, they have, you know, four or five operations, and the kids are only capable of two or three, plus they throw in all sorts of trick questions, right off the bat, and you've never taken them up, and so you're dealing with exceptions to the rule rather than the rule, and all that sort of thing. So in Math it's sort of quite straightforward, and a good Math curriculum would be one that keeps in mind all of those things and provides good continuous development, and good follow-up materials.

For Sid, organization of materials is a key element in the approach that teachers should have towards curriculum.

> When I look at other teachers who seem to be good teachers to me, they're ones who have their curriculum really well organized. They have several strategies in each area for approaching the curriculum. The teaching is very personalized. I think the more personalized you can get the better a teacher you are, but that takes a high degree of organization as well. And so when I look at a good teacher, how personalized they are with the students, how much the curriculum is meeting the needs of the students, at where they are presently, and providing those types of situations in the classroom. Looking back, I can't remember many teachers having provided a lot of those opportunities for

> me. I see a lot of teachers now that are in our school, for instance, that I really respect, that have those qualities, and I learn a lot from them.

According to Sid's perspective of teaching, the ideal is that the curriculum should meet the needs of individual students, but he believes that such a reality can only occur with much experience in teaching.

> I think it's really important that each kid gets a, or each student gets a feeling that they're sort of recognized in the classroom. In terms of actually individualizing their instruction to the point where each student has a separate set of curriculum or a different type of curriculum to the other, and, I've heard of some teachers who, if they have thirty students, they have thirty programs [laugh], and . . . I don't know, I suppose that might be, might be good. I've never thought about it. I'm certainly nowhere near that [hearty laugh]. Maybe in ten years I'll think about it, moving towards that direction, moving in that direction. Right now, individualized instruction . . . happens in my class in terms of giving each student [the] recognition, trying to help them with curriculum that is not at their level, personally, walking around asking if they are having difficulty, helping them along, providing opportunities for working with materials that are at their level—I think [that] is very important. I think it's really important, it's hard to provide for [laugh], and when you consider that some kids, you know, are at a Grade Three level, or Grade Two level, some of them . . .

Sid also views the role of curriculum as preparing students for the future, as a basis for the life that they will live in society. In Sid's words:

> [In] preparing [students] for the future . . . I think, you sort of have to have the overview . . . in the sense of providing them with certain things that are for the future—skills, ways of seeing the world, ways of relating to other people, some sort of foundation.

The view that Henry Gonzo holds of the school curriculum is predicated on the individual student and the diversity that exists in the classroom. In his own words:

> I think that you have to, as a teacher, look pretty closely at each individual child, their background and the kind of home they come from. Even though we have a set curriculum in most subject areas, the kids are of such diverse talents and dispositions . . . that we have to make an attempt to help them accommodate themselves to the kinds of things we're teaching in schools.

Henry considers also that teachers are individuals and that should be realized by the developers and administrators of school curricula. He says that

> Not all individuals are going to be able to fit in with, say, the Alberta Social Studies Curriculum, the way that it's set up. I might fit into it quite nicely; I might not. It depends . . . on the curriculum. The same with other teachers, but they could still pursue the general philosophical goal of education, and of that subject, without necessarily adhering to the party-line, so to speak, on that, which would be . . . the Department of Education's book that's printed up—they do it this way, that way and the other. That's one of the things that does disturb me a little about the Social Studies . . . that it tends to become a party-line kind of program. I use party-line in the sense of a group having a certain approach to the program and that group has got their approach put into the curriculum, and many teachers will not feel comfortable with that, but the way that it's set up right now, and the way that things are worded in there too, I think that some people might have very good programs and have a lot of merit in them, might get hammered over the head with that and say 'Look you're not following this, therefore it's no good, what you're doing.' That I think is entirely wrong. That could be remedied by having, perhaps, more qualifying statements. That's talking about the Social Studies area.

Within Henry's perspective is a strong belief in the autonomy of the teacher, in matters of curriculum, within some form of moderation. Some type of guidelines needs to be in place, but the autonomy of the teacher is basic to the implementation of curriculum in the classroom. Henry says that

> I believe quite strongly that teachers should have a voice in how they're going to teach . . . and I don't believe that the Department [of Education] should lay down the end-all and be-all. They can lay down guidelines, and suggest, and provide guidebooks; those are all very fine and they should be provided but they've got to watch out that they don't say 'This must be what

> you use' because seventy five percent of the teachers will use it anyway, but there's another twenty five percent, two-thirds of whom are doing a [really] good job, who maybe don't want to use that, [and] one-third of whom are doing a [really] poor job, maybe, and who won't use it anyway. The thing is though, if you put things out so that little Caesars in some of the schools, like principals, some of them are of that form . . . I'm not against administrators . . . but there [is] the certain category that get into that, that . . . are overly impressed with their power. They try to say 'Look, you must do it the way it says there,' and put the teacher right on the spot, yet the teacher's been doing a [really] good job anyway. In other words, they don't understand the philosophy of the program, that they don't understand that . . . this is a way that you can do it, you don't need to do it that way. It even says that, I think, in the [Social Studies] guide, but it doesn't come across loud and clear, and some people will try and push these things on people. I think that's wrong. The same thing goes in other subject areas, too.

Collected Views of Teaching

The picture that is uncovered in this section is that provided by the teachers' perspectives on teaching. Again the views of individual teachers will be related, allowing the reader to gain a collected staff view of teaching—what teaching is, its meaning for participants in that role. It is important to understand teachers' views of teaching as that is one of the most important elements of teacher-staff perspective, which this research has endeavoured to uncover. The views of individual teachers are related so that the individuality of the teachers is maintained, yet allowing the reader to perceive the collected staff perspective on teaching, on the assumption that the whole can largely be perceived by an understanding of the parts of the whole. This approach to revelation of teacher perspective assumes also that the staff perspective on teaching is unfolded by understanding the views of individual members of the staff.

The development of relationships with students is an important element in the teaching perspective of Diane Jones. She says "I'm teaching because I like children. I enjoy the close relationship with them, and I guess my teaching is based first in getting to know my kids really well, and then after I feel that I know them really well, proceeding from there." Diane has specific ideas about the relationship that she seeks to establish with her students, and this relationship involves friendliness and firmness on her part, as the teacher. She says that

> I think I'm fairly firm, but I'm a very willing listener, and [students] come up to me quite freely and talk about things that would be bothering them. At the same time I am quite firm, and I try to establish the discipline and then carry on from there, more on a friendship basis than an authoritarian. I'm more of a good friend than I am an authoritative person. I like to keep my classes quite much child-centred, and I don't like to stand up and talk all the time. I like [the students] to do a lot of the talking.

Diane perceives a link between her notion that her teaching is child-centred and her personality. As she says

> From what I've read about children and learnt about children, they learn best when the teaching is very much child centred, and from my experience in [teaching] kindergarten I've grown to think that way, too. Oh, I guess my personality, too. I'm not an outgoing, authoritative leader by any means, and so I like to sit back and see what [the students] have to offer and then go on from there.

The perspective that Elaine Campbell brings to teaching is similar to that of Diane Jones, in her fondness of children and in her attempts to develop relationships as a major element of her teaching style. She says that

> I love working with the children. I probably get too close to them, too friendly. I know it's a problem, and then when you have to discipline them it is a problem, but that's the way I am . . . I've tried, I tried, one year. I looked over the year and decided that many of my, well, minor problems . . . stemmed

> from the fact that I get the children to come too close to me; instead of being a friendly, yet distant, figure, I was too much of a friend. It did cause some problems, and the next year I tried to do it the other way, and I couldn't. I was very unhappy, and the children were very unhappy, so I decided . . . I'd just better put up with the problems that it caused.

Emphasizing relationships in her teaching causes Elaine some problems.

> I do tend to get too tied up in personalities, which makes it difficult if I find that I don't like a child. I really have to watch myself. I probably do get too emotionally involved, and personalities and emotions get all tied up with the actual teaching. . . . I try to be gentle and calm, especially in the beginning of the year. I listen to [the students] and let them talk.

In Elaine's self-evaluation of her success as a teacher relationships remain very important, as "I tend to think I've been successful with a child if the child still likes me at the end of the year."

It is interesting that Elaine believes that in her role as teacher she is different from what she is like outside the classroom. She says that

> I am different, but it's because of the classroom environment. In the classroom I am in charge. I have to do the talking and stuff. I don't usually talk very much, [being] very quite, and pretty well go my own way, and do my own thing, do as I wish, without having to explain to anybody. When you're in the classroom you have to consider the children, and you have to explain everything, do a lot more talking, a lot more explaining to the children. Not just to your children, but to your Principal and everybody, justifications or rationalizations for whatever you're doing. I tend at home to do [something] just because I like to do it. I'm also a lot more organized in the classroom. You have a plan and you have to keep to it. At home if I feel like reading I just read, to heck with housework. If I feel like quilting, I quilt. In the classroom you can't really say 'oh, I don't feel like doing spelling, let's do art.' I guess there's more self-discipline in the classroom than I enforce upon myself at home or outside the classroom.

Karen Fontaine's perspective on teaching emphasizes spontaneity and sensitivity of the teacher towards the students. Karen says that:

> I guess I allow the children a lot of freedom. This business of sitting in rows, staying in your desk, I don't go for that kind of thing at all. I like lots of movement and noise doesn't bother me too much. I like listening to the children and getting their ideas, and I plan a lot of my lessons [for the next day] on things . . . that have come up during a particular lesson. [When] a child shows some interest in something . . . we'll down tools and do that . . .

According to Karen students "like a teacher to be fun." Karen believes that good teachers

> give their children their whole attention . . . so that they don't have the feeling that you deserted them, or 'I haven't got time to be bothered with you right now.' I think . . . if you're in the classroom with the children you have to make sure that they all feel that they're wanted, liked, even loved.

As with Diane and Elaine, the development of relationships with students is an important element in Karen's view of teaching. However, Karen states that "I'm not saying a warm relationship is the only thing [in teaching]. I think a teacher has to know her stuff . . . I really think the teacher has to bone up on the material that's coming out, keep up to date with everything." Karen believes that the development of students socially is an important aspect of teaching, although she feels unsatisfied with her own teaching in this area. She says that

> I find it very difficult to say 'Now look here, mate, you're going to be friends with him whether you want to or not.' I try to, if there's a child that's lonely and mother says, 'oh, she has no friends [and is] crying,' . . . to move the desks closer together, give a job to do so that they work together. That seems to help. But I don't know. Some of them . . . still fight, feud, it doesn't matter who you put them with. I know that this year I've had little Susan. Well, she sat in every position in this classroom, I swear it. And still her mother said to me, at the Pancake Breakfast it was, 'Susan's still fighting. Maybe she should go in . . . with a different group next year.' But it was the same thing last year. I don't know how, I haven't got the technique of making them [socially adjusted]. Mind you, even in my own schooldays, there were always one or two that were not popular, that didn't fit in. And they never did. Right from

> Yorkleigh Council School right up through the Grammar School I can remember them. They were always the odd-balls—not a nice word.

Teaching for Karen also means personal involvement. Teaching for Karen is more than that, it is almost a consuming passion. She identifies with her students and seeks to care for them as whole persons, not just as students. Karen says

> I know I get too involved with some [students], especially the ones that maybe [are] a bit dirty and I know they're having troubles at home, and I try checking up on them every now and again. I know one little boy came here last year, no toques, no mitts, here it was freezing, so Norm [Karen's husband] and I scooted over to Noble's and we mailed him a parcel—toque, mitts and stuff, and I watched him like a hawk to make sure he wore those things, not just because I bought them, but . . . because I wanted to see that at least I was on the right track in the things he needed. He didn't know where they came from. He said they came from Santa Claus, so that was marvellous. But I hate to see that kind of thing and as they go up the school, [and] when they move to a new school, I always feel sort of 'Aw, I'll probably never see them again.' Mind you, most of the ones that [have] left, that go to different schools in Edmonton, they usually come back, tap at the window every now and again, and some huge child that I don't even recognize [says] 'Remember me'—it's rather nice.

As well as teaching being a consuming part of her life through direct personal involvement with students, Karen is excited in teaching, in a personal way. According to Karen

> There are times when I gripe about [teaching], I'm dead beat, I go home exhausted, but when I come in in the morning, I look around the room [and] it's a case of 'well, hello world.' I just always get a kick out of coming in every morning, so that I've got to do this, got to do that, I forgot to do that. When I'm home . . . especially during the holidays, a couple of weeks I'm all right, and then I start digging through . . . 'oh, I'll try that game when I get back,' and I start making notes, and then the pile in the spare bedroom gets bigger and bigger as the summer holiday goes along. I find it makes [it] rather . . . difficult [for me] to talk to other people. My whole life is, more or less, school, and my next door neighbor doesn't work, but her husband runs a gas station, and occasionally I find myself spending the whole evening talking about the children in my class, the funny things they've done and this kind of

> [thing], and I feel that I'm overwhelming them . . . taking over the whole conversation. It seems to be nothing else but teaching. They don't seem to mind.

Included in Karen's feeling of personal involvement in teaching is that relationship that she feels exists among the staff of the school. Karen says that

> We, just about everyone, all the Grades One, Two and Three teachers, we talk about the children quite a lot. We share ideas. I've got a good math game, or a good reading game that fits into things, especially at this school, I've noticed. Most of us have been together [for] ten years now, so we know each other quite well. Even when we are going shopping, if [I] see something that I know Diane's doing, I'll pick it up for her. This kind of thing.

Natalie believes that an important element in teaching is the development of self-worth in students. Natalie sees the teacher's role as

> first of all, determining where that child is, what that child knows, and then working from there. And providing successes for the child, yet challenges, to take him a little bit further. By telling them what nice people they are. We do 'Magic Circle' in the class, and discuss feelings. I try to be positive. I point to the good things that they're doing, be it behaviour, or an activity. That seems to really work very well, rather than to point, to pull out the negatives and the 'no's' and the 'don'ts.' However, I do do that from time to time, especially if it's a bad day, but I have them, so . . .

As part of Natalie's responsiblity in teaching, she sees that diagnosis of "where the child is at" as being integral to her task as teacher. Natalie determines "where the child is at"

> through observation, through the work you give the child. I think observation is really important, and being able to work with that child on a one-to-one basis at some point during the days, if not every day. [Also], tests, sometimes tests, although I'm not so sure what they measure all the time, if they do really measure what they say they measure. I'm beginning to have this thing about tests. We rely on them so heavily when it comes to report cards and the marks that we give, yet I'm not so sure they're that valid at the time. Some are, maybe math, where it's so objective, or something like that. Not even math. Sometimes

> the marks I get for kids are way out from what I see in the classroom. But I would use some testing. But basically just that one-to-one working with the child, and getting around to know them, watching their writing, their journals, that kind of thing.

As a teacher Natalie is concerned with the social development of her students, particularly in developing a tolerance towards those who are different. She uses direct and indirect teaching techniques to try to achieve that goal of tolerance in her students. For example, in Social Studies, Natalie teaches her Grade Four students when studying North American Indians

> how different their life was, but how great, what a great people they were, how they really did cope with their environment, and respected their environment. I really think my kids could identify, and knowing that they were a totally different kind of people. Really that they were a very nice people. We did that through dramas, where they actually went into roles, and we did a series of them, and with discussions afterwards, and that worked very successfully. And incorporated into the dramas were conflict situations that they had to solve, that I'd just kind of manipulate, in role, and watched to see how they solved them. And they really identified by getting [the students] to identify with the feelings and the roles of other people.

With the emphasis that Natalie places on students' feelings, both their own feelings of self-worth, and in feeling tolerance for others, she attempts to learn as much as she can about her students so that she will not hurt their feelings. Natalie seeks to develop trust with her students, and tries to understand each student as a person. In developing trust Natalie uses reassurance, as she says

> When errors are made, I tend to think of them as learning experiences. . . . I'd like to look at the [situation] as 'now I know what you know. This is maybe one part you're having a problem with,' [then] working on their strengths. Spending time with them when they come up to my desk, as long as fifteen don't come up to my desk. Sharing a little, an anecdote from the day, or the week, or something that happened at home. I make time for that. After school some of the students stay

> around, and I make a point to listen to them. I get to know them through their journals, what are their past-times, their hobbies, the fights they had at home, what is the home situation like, how do they get along with their brothers and sisters, who are their friends. Journals are very helpful there, through the written [words]. Another way . . . I make an effort to get to know the child's parents. I have quite a bit of contact with parents. I welcome calls. I welcome any kind of concerns. Sometimes I don't know if there are anxieties in the classroom, or something is going wrong with friends or peers, and sometimes the communication with parents will tell me that I might have said or done something wrong that I'm not aware of, that automatically will break that bond of trust, and so I'd like to know about it.

From Natalie's viewpoint a good teacher possesses many qualities that are revealed in sensitivity to students and in the teacher's self-growth. When considering what qualities constitute a "good" teacher Natalie says that she would look for

> the ability to inspire and create enthusiasm, warmth, control, knowing what is happening all of the time in the classroom [or] at most times, particularly when teaching or presenting. I think that's the key to discipline. Firmness, respect for each person in the classroom, knowledge of the material they're teaching, that's important, self-evaluation, and I guess with self-evaluation comes desire to improve and to become better, to grow. Because your students are growing, so should you.

Natalie believes that through teaching she has changed and grown. She both recognizes and appreciates the role of teaching in her personal development, being particularly pleased with the self-discipline that she perceives she now possesses, one of the results of her professional life. For Natalie, teaching is

> a challenge, and I like a challenge, and I try to make it challenging. I hope I'm one of those teachers that changes every year, and never does the same thing over and over . . . all you need is a camera and a tape-recorder to be in the classroom. [Teaching has] made me disciplined. I was not a very disciplined person at university, and [teaching] has made me very disciplined. It's so enjoyable to watch where you've helped a child to grow, where he was at the beginning and where he is now. The children are enjoyable. Working with the parents is enjoyable, too. You get to meet a lot of interesting people. I think [teaching] is making me a better listener. I don't know

> if I was such a good listener before. I think I'm listening more, and I think that's what it's doing for me as a person.

Barbara Benton has a particular view of herself as a teacher, and is able to trace her own development as a teacher. Barbara thinks that

> the kind of teacher I am now has been a steady growth arising from the time I started teaching, and I think a lot of it has come from the kinds of people that I've worked with, and some of those teachers I've worked extremely closely with, in open-area situations, or in a smaller-type school situation, where I've admired these people. I've seen them doing things that I like doing. I've copied a lot of things, and just from these people I've associated with, I think some of their attitudes have rubbed off on me. And of course having dealt with children over time, and being a parent myself, I think maybe I've changed, from a rather dictatorial-type teacher to a more understanding, maybe a more lenient, maybe more caring . . . it's a growing pattern, established over a teaching career. Not so much, I don't think, my background; maybe, but I don't really think as much.

For Barbara teaching has its "magic moments" that makes it very worthwhile. These special moments are related to incidents that encourage Barbara to believe that she, as the teacher, has an influence on the students. As she says

> The things that make me [feel] best about being a teacher [are] those few days you get when everything falls into place. It just seems that you've walked in, you've taught, you've dealt with the children, and you sort of walk out with a euphoria. You don't know what you've done, but everything's just been good, and those are days that I go dancing on. And they're not any great things. I couldn't say they were. It's just a wonderful feeling that comes. That's what keeps me going. They make up for the bad days. I sometimes feel good when some of my children will come and confide something to me that means a really great lot to them, whether it's a good thing or a bad thing that's happening in their lives. When they finally open up and share it with me so that we can handle the problem together. And then, of course, one's always pleased when children have academic successes, or they get up and perform in the arts, or give a good little drama number. Those are just the smaller bonuses that come along.

Barbara's perspective of teaching is reflected in the views that she has of students and of the relationships which exist in the classroom. As Barbara says

> I like to see children that think for themselves, that don't always have to come and ask your opinion. They can make, they can go ahead and make a decision that affects their own work, or their behaviour. That is, I think, being self-reliant and responsible, and I try to set my classroom so that we have very few rules, and so if they know what the rules are, then they work around those rules, and after that they're quite free to make those kinds of decisions. I like them to make decisions that make life pleasant for themselves and their classmates, so that we don't have a lot of in-fighting taking place. When we move around the school I like them to be able to move in a fashion that makes me proud of them, that I'm not displeased; or when we leave the school, that they don't embarrass themselves or myself . . . responsible that way. I really like it if children can think before acting.

The inter-personal interaction in teaching is significant in terms of Sid Mann's commitment to teaching. According to Sid

> One reason . . . that I teach is [that] the interaction between the kids and myself is very rewarding, and out of that interaction hopefully the kids grow from it, emotionally and socially. I certainly grow from it, and I'd have to say that if that interaction is . . . authentic . . . in the dialogue between the teacher and the student, that is a very important aim of education that is being achieved. Thereabout the kids are starting to understand the reality principles, they are coming in touch with them in the classroom. And so through interaction students will be able to . . . develop themselves.

This emphasis on teaching as involving interaction between the teacher and students is reflected in what Sid views as important times in the teaching-learning situation in the classroom. Sid finds enjoyment in teaching when teacher-student interaction is involved. In Sid's words

> I guess I get the most enjoyment, actually, from being out the front of the class and having a good discussion. I take off the ground and where there's a lot of interaction [where] the kids are really interested and stimulated and they're jumping up and down trying to get a comment in and somehow something has really come alive for them. And it also makes me feel that something has come alive for myself and those to me are the most rewarding moments in education. Long-range or long-term sorts of

> things . . . I suppose when you see a student really improve in their work, in their academic work, although in one year sometimes you don't see that much improvement. For me it's mostly that the kids . . . the type of improvement I really look for and which can happen very easily in the classroom given the right setting is that a student comes in who's sort of dropped out, who's maybe not as interested in learning as they could be, and because of discussion, because of the types of assignments, because of types of kids in the classroom they come alive and they take an active interest in learning. And that to me is . . . sort of the purpose and the greatest joy for me.

Sid has a very positive attitude in his teaching, believing that students often have potential that will be manifested in the appropriate learning environment. Sid believes that as a teacher "you have to take [students] at the level from which they come in to the class ." He thinks that

> There are some kids that are [at a] very low skill level, but the reason that they're not learning, not improving on that skill level is because they're cut off, they're split off from the task. Maybe trauma, or whatever, also lack of trust in their environment. Whatever has in their past created that relationship to their learning and to their learning situation for them. They bring in to the classroom, and to start healing them and getting them back into learning, I think you have to sort of take a positive attitude towards them. You look at them and say 'Well, they're finally capable of it and they could turn on in one day, in one hour.' You know, it's just a matter of getting them alive, of getting them alive again. Once they've done that then they start bringing a whole new attitude to their learning. They sort of bring a fresh attitude.

The view that Sid Mann holds of the "good" teacher reflects his perspective on teaching, the emphasis being on relationships and classroom interaction. Sid says that

> a good teacher is one who . . . brings a sense of aliveness, some freshness every day into the classroom, and sort of wakes the kids up . . . on a daily basis to new possibilities and new learning situations, and makes . . . every day a rewarding experience for them. Something new, something fresh, and gets them living like that, thinking like that. That would be a really good teacher in my estimation, that they were able to . . . do that for kids and . . . if a kid has enough of that then they carry on [on] their own.

Implied in Sid's view of teaching is a subjective flexibility on the part of the teacher, through emphasis on relationships and interactions with students in the classroom. Sid says that

> in my classroom quite often there's a lot of talking and a lot of jokes . . . but that isn't disruptive, as long as a student has it in perspective, and is able to go right back to work when there's a need to go back to work, or able to bring their energies back together and focus their mind again when it's time.

For Sid teaching is primarily focussed on the present, as he doesn't think that what students learn from him as a teacher will necessarily influence them in the future. To support this contention Sid draws upon his own experiences as a student, saying

> I don't know that the type of schooling I had had much to do with the type of teaching that I bring into the classroom. I know that I had a lot of problems in school . . . as [I] daydreamed most of my years away in elementary [school], and I really wasn't tuned in very well to the situation. My teaching might be a . . . result [of my schooling], as I'm trying to teach in a way that I wasn't taught. But I don't know about that. Certainly the teachers that woke me up to teaching were the few in High School and in Junior High who had a lot of integrity. And I remembered them and felt very good in their classes, and very human. I remember that feeling and have always tried to bring that feeling into the classroom. But overall, I never felt all that great about school, and I never felt that happy in school, or that confident. And it was only outside of school that I really had a chance to explore things that really meant something to me. And that's what I bring into the classroom.

From Sid's viewpoint teaching students involves primarily living in the present, although he also sees his role as part of each student's foundational preparation for life. In his view

> it's very difficult to . . . see how you're preparing students for the future in very specific terms. [In] preparing them for the future . . . I think you . . . have to have the overview . . . in the sense of providing them with certain things that are for the future—skills, ways of seeing the world, ways of relating to other people, some sort of foundation. In the present, I think that's where it all happens, where they get the sense, if it's real now, it will, perhaps there's another opportunity for

> it to become real in the future. All the growing and learning has to take place in the present, and that's where they get their sense of realness about being able to learn, about learning is a good thing, that it's fun, and then they . . . take that memory, that awareness as well into the future with them.

As with Elaine Campbell, one of the Grade Three teachers, Sid perceives that he is different as a teacher in the classroom from what he is with others in other situations. In the classroom

> in some ways I'm learning how to become a lot more . . . extroverted, as a result of my interaction with the kids. Especially getting into things like drama, where you have to . . . really come out and start expressing yourself, and that's why I like drama, and that's why people find it so hard . . . and I bring that into my life, I mean, outside the classroom. I . . . bring that openness that I've explored in the classroom with the kids.

Henry Gonzo's view of teaching is based on rationalism, as he says

> I guess you'd call me a pragmatic teacher, not that I don't believe that there should be some kind of standards. . . . we have to try and maintain some type of standards and skills. We can't have people in the school who are blatantly offending the parents in their viewpoints. That just doesn't work; in practical terms, it just does not work. We do have to take the local community into account. I think that's most definite. But I think behind all that there's this general idea . . . and I think it's a tried and proven idea, over a long period of time, that we're trying to develop people who can live lives that are quite full lives, but live them in very different ways, and who are going to be thinking people who have some concern for their fellow human being, and how he's making out, and not just focussed on themselves, but think of society at large at the same time, realizing that there are other places and other societies and other people who have different ways that could be just as valid as those that they have.

From Henry's perspective the teacher needs to teach according to the individuality of each child, and the teacher can determine the potential of a student in order to best teach that student. Henry thinks that

> You have to, as a teacher, look pretty closely at each individual child, their background and the kind of home they come from.

> Even though we have a set curriculum in most subject areas, the kids are of such diverse talents and dispositions . . . that we have to make an attempt to help them accommodate themselves to the kinds of things we're teaching in schools. . . . I don't think the teacher has to determine the potential of the child . . . rigidly. I don't think it's something that we have to sit in Grade One and say 'this child has this potential, that child has that.' I think that's an evolving kind of thing. I think the teacher has to be looking at that all the time, and every teacher has to look at it again, and say 'where is this child at now, and where can he go from here?' I think it's not something rigid that you can pin down. It's something that's within the person. . . . in the sense of potential I mean something along the line . . . [that] every person has a potential as a human being, to be a human being, that is, that they can have feelings, they have conscious thought, they can reason, rather than being, becoming automatic sort of individuals that just do because they've been told to do, or tradition tells them we must do it this way. . . . I suppose what I'm trying to get at is that human beings have the potential to be human, not to be just something beyond a trained seal . . .

For Henry, teaching is a profession which requires its members to be responsible and committed—to be professional. He says

> I think our teachers are very well trained and I think we have to . . . demand that they are responsible to their jobs. I think most of them are. I . . . believe . . . that if you're a professional, it doesn't mean that you spend your whole life at it, but there are times when you have to go beyond nine a.m. to three-thirty p.m., and you should be thinking about teaching more than just when you're in the classroom, from nine a.m. to three-thirty p.m. You can't totally divorce yourself from it, and if you have to divorce yourself totally from it, then maybe you shouldn't be a teacher, because you don't like that profession enough to be in it anyway. I believe that. Like it doesn't bother me to sit down and have a few beers after school, and talk about education, because it's interesting. I think that a good teacher finds education to be an interesting profession. If they don't, if they want to totally divorce themselves from it as soon as they leave the classroom, then I think there's something wrong. There may not be something wrong with them necessarily. It could also be that there is something wrong with the Department of Education, in the way it's treating them, too, or the school system.

It is interesting that Henry believes that he has modelled himself as a teacher on one of his own teachers, as he saw in her, his "ideal" teacher. As he remembers, he says:

> When I think back to various teachers, there was one female teacher I had in Grade Nine, who[m] I at that time admired as a very good teacher. I can recall that year vividly. I did quite well . . . that year, and that teacher was . . . a person who was friendly and got along well with the kids, yet demanded something of the kids, academically, . . . asked something of you, and wanted you to learn, and helped you do it. I suppose you'd categorize that teacher as being a fairly strict teacher, yet very willing to help students, had much respect for the students as well, but was not afraid to let the students question if there was something you wanted to question. You could always feel free . . . to bring that up. There was no problem in that way, and that teacher, I've met her since, not for a number of years . . . I saw her at a convention . . . and I even said then 'you know, I still think you're one of the best teachers I had,' and yet at the time I was simply in the student role. I could talk with her quite freely as an adult as well. I really admire that person to this day. I guess I've kind of modelled myself a little bit after that person, like I don't believe that a teacher has to be one of the students. I firmly don't believe that [a teacher has to be one of the students], because I believe a teacher is a guide for the students, is a model for the students . . . and that the students have to feel that the teacher is approachable, and that the teacher is concerned about them, and the teacher is friendly, but not necessarily a pal. The teacher is the teacher. The teacher is an adult, but when [students] get older, like, even this guy who came back and talked with me today, that they should feel that they could go and approach that teacher and feel quite at ease with them, in the classroom when they're a child, as well as when they get older, but that there is still . . . the teacher is obviously there, and has quite a firm hand on things, and wants the kids to learn, expects them to learn, but is not the kind of person that is sort of laying it on. There's a fine balance, and fine tuning, I think, to teaching, to getting along with the kids, and so on. It's very hard to pin [teaching] down to an individual type of person.

In this chapter the teachers who participated in this study have been introduced so that the reader is able to have an image of them in the setting of their professional life-world. This introduction to the teachers provides the background, together with the description of the research setting in Chapter Four, to the teachers' perspectives of teaching as revealed in the view from the staffroom which follows in Chapter Six. The reader is presented in Chapter Six with the teachers' perspectives, in vivo, and by interpretation, as the teachers lived their lives within their professional life-world.

Chapter Six

A VIEW FROM THE STAFFROOM

Introduction

This chapter provides an interpreted description of teacher perspective on teaching as revealed in the staffroom of the school. My observations as researcher, and my paraphrasing of most of the teachers' words, form the basis of interpretation within this description. I describe the story of the teachers throughout most of the school year, by concentrating in this chapter on what was said and done in the school staffroom. Only selected aspects of the life-world are described here, because of the great volume of available data. The description relates to specific aspects of teachers' perspectives.

I am attempting to tell the story of the life-world of the staff at the school as I experienced it. I became "one of the staff" and so, in a sense, this story is our story. I was able to make sense of this world as I was part of it, and to make sense of the teachers' words as a result of our affinity within the life-world situation.

The criteria that I have applied for inclusion in this story of the teachers of Mimosa Elementary School are based upon my belief that I want the readers to "know" the situation, to have sufficient, and sufficiently varied information, to enable you to accept that this account is of the professional life-world of the staff, as told by one who lived with the teachers in that life-world for an extended period of time. I have attempted to use the teachers' words whenever possible. The bulk of this account is the story of the first six weeks of the school year, culminating with the teachers planning to teach a unit of work, in Social Studies. Thereafter I have included the threads of patterns that emerged in the story, which will be reflectively interpreted in Chapter Seven.

In deciding on what data to include in this dissertation, and therefore what to exclude, several other points were significant.

1. Participant sensitivities would be considered and protected, as an ethical concern, particularly as I became privy to much private information. It is my belief that such private information as was revealed in this long-term close association remains private without the consent of the informant to any greater "public" than the researcher having access to it.

2. Having alluded already to the concentration on the words of the participants given in the presentation of data in this chapter, I selected the particular material that is here as it emerged from the data. For me this is the teachers' world uncovered, so their emphases and interests are the basis of this material, for my interpretive viewpoint as researcher-participant. After several impressionistic "runs" at the data, and five exhaustive (and exhausting) analyses,[1] the

---

[1] The final analysis after data collection was in two stages: first, the data were read in total twice, to gain overall impressions, and the pervasive sense of the material; exhaustive data analysis was conducted page-by-page, in the attempt to provide readers with the teachers' perspectives, following their emphases and interests, so as to tell their story. Continuing analysis during data collection occurred, although for the first eight weeks I tried to act as a "sponge," only after that following and then, not rigidly, the emerging patterns and themes.

presented data represent the emphases and interests of the teachers' life-world, from the teachers' perspectives as I saw it.

3. Data were excluded for several reasons, but basically because of the criterion that what is presented to the reader as data should be, as much as possible, not through interpretation by observation, but rather the expressions of the thoughts of the teachers. For example, available data that were excluded from this data presentation include:

a. observations of lessons;

b. principal-teacher conferences;

c. in-service sessions and professional development sessions; and

d. staff meetings,

all of which required much more researcher interpretation (and therefore bias) in the collection of data.

Where data were collected of the teacher's expressions of their thoughts, yet not presented here, my own perspective (as an educator and researcher) and the emerging patterns (emphases and interests) were the major guidelines towards their exclusion from this data presentation. In the final analysis, the researcher-author must make that decision.

While it is true that I have interpreted the data in writing this account of the teachers' views from the staffroom, I have attempted to reduce their degree of interpretation by concentrating on what the teachers said, verbatim, or my paraphrase of what they said, as they spoke. In this way it is my hope that each reader of this dissertation will have access to sufficient data to, mentally at least, acknowledge my interpretation of these teachers' perspectives as being reasonable. Chapter Four provides the setting of the school and my perspective of the school year, as researcher. Chapter Five provides introductions to each member of staff, biographically, and some views of the staff philosophically. This chapter, Chapter Six, describes selected aspects of the teachers' professional life-world. Chapter Seven will rely on the material presented in the preceding three chapters to interpret what emerged as being significant in the professional life-world of the teachers at Mimosa Elementary School during the 1981-82 school year.

The Beginning of the 1981-82 School Year for Teachers

Thursday, 3rd September, 1981

All members of the Mimosa Elementary School staff have arrived at the school by 9:00 a.m. Each of them enters the General Office area on the way to the staffroom or to classrooms. In the General Office they meet Joy, the school secretary, and Janeen, the principal, and greet any other staff members who are in that area. When they move into the staffroom the teachers sit in groups, most of them drinking coffee, and the talk is almost exclusively about how each teacher spent the past ten weeks of the school vacation. Barbara, Sid and Alf (one of the new teachers this year) converse together, although Alf is quiet and listening attentively. Sid does most of the talking, telling the others what people he met on a trip to the East had said and done. Barbara relates her holiday experiences.

Tracey listens to this conversation, although she is seated at the next table with Diane, Laura, Julie and Debbie. Another teacher who is new to the school this year, Pat, arrives and talks to each group in turn, including introducing himself to Alf and Peter (the new Music teacher). Natalie and Karen chat together quietly as they stand near a table at the far end of the room, near the doors to the washrooms. Their purses and papers are on the table beside them. Henry enters the staffroom and joins Natalie and Karen. Karen comes over to me to tell me of her husband's (Norm) heart attack while they were in England at the beginning of their holidays. Norm will be off work for at least the next six weeks. Karen tells me also that she had pleurisy and this is "my first day up and about."

At 9:25 a.m. Janeen arrives in the staffroom and hands out folders, after greeting several teachers and making some personal comments. The teachers who are seated at each of the three tables quietened, even as Janeen leaves to see Joy about more coffee. Elaine goes to get a chair after playfully commenting to Janeen that she's been made secretary for the staff meeting that is about to commence. Janeen finishes her coffee and then waves her hands in order to gain attention. She says, "Hi, staff, welcome to another great year at Mimosa. We have a long agenda, two hours this morning and one hour tomorrow." Janeen then introduces several people as being new to the staff this year: Pat, Alf, student teachers Adele and Cathy (with Karen and Isabel respectively), Peter "and Ted, who is on the staff for this year." Janeen tells us that

> although I was dreading coming back, I'm excited. There are a lot of pre-registrations (plus 30). I'm not sure if that

> is significant, but it's more than ever. So be prepared, but with new kids coming . . . News items? I have about fifteen.

The news items are wide-ranging. One of the teachers from last year, Betty Beckman, had a baby girl on 29th June. The staffroom buzzes with happy excitement. Sid was married on August 21st, and Janeen says "we'll have a party for him and Karen at my place later on." Bill Jones, one of the school custodians, was involved in a car accident in which his wife was killed, Bill has severe leg injuries and his son was very badly injured. This news has a very sobering effect on the staff. Janeen then goes on to talk about the partitions that are going to be placed "between classes in both open areas. I mentioned it to Natalie, and tried to contact each teacher involved. Sid, you should keep your priorities straight. The shelves will be kept, Barbara." The school has started a photograph album, which will be kept in the General Office, so that parents can view it, unless "there are special photographs, then it will be in the staffroom." The exterior of the school is to be painted from 16th to 21st September. Ten chalkboard hooks have arrived for each teacher. Then Janeen says

> The big one [news item] is that Central Office needs space to house its Health consultants, so I've made a deal. They can have Room Twenty, if they pay for a sink in the second shelter room. That would leave Room Nine free if we need if for an overflow class. There's also the room between Henry and Sid. The consultants want to be part of the staff and pay into the coffee and benevolent funds. Diane, they could help you with your health clubs.

Janeen mentions that the principal of Girraween Junior High has an electives program for Grade Nine students, so that some of those students could be available every second day. She says "it could be a former Mimosa student—you'd have to take your chances." Janeen says that the microwave oven has been ordered for the staffroom, but it hasn't arrived yet. Janeen tells us that she

> called Plants Alive. The plants are in bad condition. He'll give us plants he can't sell and pick up death-bed plants and rejuvenate them. Then he'll train a mother [volunteer] how to water and fertilize them. Alf, you'll need plants in the Learning Centre, big ones.

With the news items completed, the "business meeting" begins (see Agenda, Appendix C), with Elaine Campbell as the Recording Secretary. Each of the items on the Agenda is commented upon, in sequence, by Janeen. When Janeen hands out several forms, including the Tax Deduction Form, and the Medical/Dental Forms, the teachers check them while Janeen keeps talking. There is some discussion between Sid, Karen, Barbara and Janeen about whether the forms that they have are the correct forms.

Janeen says that "we should set the dates for our P.D. [Professional Development] days this year." She doesn't think that afternoons are good. Janeen suggests that for the first topic, in early November, that they could have Jennifer Morgan, a Language Arts consultant, to talk about "evaluating writing folders." That would lead on, says Janeen, to a second session with Jennifer Morgan on "developing strategies for writing to the [published] Nelson program, with carryover to the Social Studies and Science programs." Janeen asks for suggestions for the third P.D. session, and suggests that for the fourth session that "it could be Social Studies, where some things have happened. I need to get together with Henry. They've put a lot of money and effort into Social Studies implementation, due to earlier problems with implementation [of Social Studies programs]." Janeen remembers that in June, 1981, that Helen Jamieson, the supervisor of Social Studies with the School Board, had asked her

> if Mimosa would like to be used as part of the [Social Studies implementation] program, as Henry is on staff here. I'll get back to the staff about it. We have to do something about it, as Alberta Education is prescribing [the Social Studies Curriculum] this year.

The staff decides to have their first P.D. session on the first Wednesday in November (4th) after discussing a possible balance of morning and afternoon sessions of P.D. The motion is put to the staff, and passed. November 30th, in the afternoon, is suggested as the date and time for the second P.D. session, and that is approved. With each of these decisions (and with the topics), Janeen gives suggestions, with reasons, then allows staff discussion before asking for a vote. The dates for the third and fourth P.D. sessions are agreed upon by the staff (25th January, a.m., and 4th March, p.m.) but the topics of those sessions are left for future consideration.

The meeting now turns to discuss the proposed "Meet the Teacher Night," and Janeen says that the parents will be provided with special invitations, and she asks each teacher to collect a copy from the table near her and to give their comments. Janeen asks Pat about what happened at his previous school for teachers meeting the parents. She also asks Peter and Alf, as the rest of the teachers talk together in groups. Janeen mentions to the staff that there is a need to educate parents. She refers to the 1980-81 School Board System survey results, which revealed that the parents of children at

Mimosa School were "quite happy, but uninformed, as their answers to the questions on Language Arts indicate." Several comments are made about the need to educate parents and of ways to educate them about school programs. Janeen speaks personally about her own experiences as a parent. When Janeen asks the staff for a decision on what to do for this year's Meet the Teacher Night, Isabel suggests following last year's program. Everyone agrees. Janeen suggests that the date for the Meet the Teacher Night should be Wednesday, 23rd September, and all teachers agree.

The teachers reassemble at 10:55 a.m. after a seventeen minute coffee break, to continue the meeting. Janeen tells the staff that this year's report cards "have not been printed because of excessive cost, so Diane and I will check others [printing houses], or possibly we'll do them at school." Janeen then tells the staff that the first report card date is Tuesday, November 17th, with interviews with parents on 23rd, 24th and 25th November. The second report card is to be sent to parents on Tuesday, March 16th, with teacher-parent interviews to be held on 22nd, 23rd and 24th March.

With regard to Registration this year, Janeen tells the staff that it will be held in the gymnasium, as it "was too crowded in the Office last year." She mentions that Diane is expecting to have a set of triplets in her class this year. Janeen also refers to a Grade Five girl, who is "handless as a result of thalidomide" and says that there's a "need to be sensitive" with her. Janeen tells the teachers that if they detain a student at school after 4:05 p.m. then they are "to let the parents know." Janeen says that fifteen minutes is sufficient time for detention, and "you are to stay with a child that you are keeping in. Ensure that you, the teacher, are the last one out. Feel free to end the day peacefully, with five minutes quiet."

Teachers who experience difficulties with "problem" students this year are to feel free to see either Janeen or Alf, so Janeen says. In a personal comment about Natalie, Janeen says that "Natalie talks out a problem [with the student] and then decides what to do herself." Janeen refers to the School Board System Survey results, saying that "in the minds of the students, rules are enforced." The teachers listen well as Janeen talks about relationships of teachers with children. Janeen talks about the "bond [of the student] with the home-room teacher." Also, she says that teachers are "never to let a child leave the school grounds without a parent knowing. When a child is going home to collect homework, you should at least check with me, if parents and neighbour are not available." Janeen reminds the staff that "any communications, to a group or a class, should be shown to me."

As there are two student teachers at this staff meeting Janeen refers to them, saying that "they are Plan B students" and that "two other student teachers, one for Henry and one for Barbara" will be at Mimosa this term. The topic of staff jobs is introduced with a comment from Janeen to Henry that "there's a lack of choice" in reference to his past experience in Social Studies and with audio-visual equipment. In reference to the Social and Lunch Committee, Janeen comments that "last year at the Wine and Cheese, some had a lot." In explaining this to the new staff members Janeen says that "you bring your own, to a short session at school where you get to know people. That will be on soon." Teachers volunteer with much interest for the various staff positions. The staffroom buzzes with interest and talk. Janeen moves on quickly and efficiently with the agenda.

As Janeen refers to timetabling for the school year, she mentions that Debbie will be representing Mimosa School in the School Board's Effective Teaching Skills Project. The school will release Debbie 0.1 of her time for the project, and a further 0.1 release time for work with inter-murals for the school. Though not stated explicitly, it seems that Alf will be teaching Social Studies to Debbie's class. As well as filling in time-slots on sheets for the gymnasium, music, library and the science and art rooms, the classroom teachers are told that "the start of instruction times are not the same as bell times." The periods of instruction time are outlined and add up to one thousand four hundred and sixty minutes per week for the students. Details are provided as follows:

8:55 a.m. - 10:30 a.m.	95 minutes
10:45 a.m. - 12:00 noon	75 minutes
1:15 p.m. - 2:15 p.m.	60 minutes
2:30 p.m. - 3:32 p.m.	62 minutes
Total per day	292 minutes

(x 5 days = 1,460 minutes per week)

As the teachers consider these details, Janeen says "that's where I thought we'd get to; tomorrow we'll finish." She also mentions that she wants to see several teachers individually. No teacher rushes out, but all seem to want to talk over what they've been hearing and discussing. I noted that this discussion following the staff meeting was quite a contrast to the holiday talk prior to the meeting and probably this change is caused by the teachers having been given a talk on specific teaching matters. I had also noted that at the coffee break during the staff meeting that discussion had been mainly about holidays with some general talk about this year. This post-meeting period of discussion is very animated and includes all teachers except Tracey, who is checking her notes that were handed out at the meeting. The discussion continues unabated for twelve minutes. Elaine is the first to leave, taking her notes, but she returns almost immediately to resume discussion of teaching. Conversations continue with the teachers in small groups or in pairs. There follows a gradual drifting off to lunch, some out of the school, others staying in the staffroom. At 12:28 p.m. most of the teachers have left their discussions and are having lunch, although others (Janeen, Laura, Isabel, Henry, Alf, Peter and Sid) are still checking timetables.

During the lunch hour I have the opportunity to observe and make notes on people and relationships. Janeen, I noted, in speaking with Peter and Laura, speaks authoritatively and rapidly, with clarity of purpose and with much humour. She seems to adapt well to changing situations, being quick to change from one topic to the next. While most of Janeen's comments are purposeful, both Peter and Laura exhibit much less sureness during their discussion, possibly due to hesitancy or "newness" in the school or in the roles that they have been given. This discussion also exhibited Janeen's apparent self confidence in her position at the school. I have noted that Janeen tries to use Christian names whenever possible, in conversing, Peter is keen to work out his timetable immediately and Janeen helps him to work out his program by suggesting things that he should consider.

Isabel tells me that during the staff meeting she "felt like snowballs were coming at you, although I think that I have a big advantage over many others, as I've been here for several years." She tells me that she recognizes that "you get used to people, such as a researcher. This will be my first opportunity to be famous, but I'd like to remain anonymous." Janeen says to me that she thinks that "energy, interest and attitude are vital in teaching." She says that she would like me "to spend a day with her, to show that a day always passes without all things being done." I spoke to Pat about his possible involvement in my research study at Mimosa School. He immediately agreed to be a participant, saying "it is fascinating. I'm happy for you to watch me teach anytime, and don't let me know, just come in." This invitation was voluntary on his part. Janeen told me that she thought several others would be happy for me to go to their classrooms at any time, mentioning Sid, Henry, Natalie, Laura, Barbara and Julie. I saw Alf and he says that he is "keen to participate. I will be teaching Social Studies to Debbie's Grade Five class as Debbie is released for special duties."

At 2:15 p.m. the teachers are busy, mostly in groups, working through timetables and use of rooms. All the little details of school life are being sorted out. (I haven't mentioned curriculum to them yet, as I don't think that now is the appropriate time to do so.) Barbara tells me that she's a little anxious about Social Studies for Grade Six, and she has a combined Grade Five and Grade Six this year.

She says she's "reading up on the curriculum for Grade Six." I note that the staff is working very amicably together, switching from group to group as they work one thing out and need to work on another. Work continues in the staffroom (in two groups), in the workroom adjacent to the staffroom, in the General Office area, and in teachers' individual classrooms. The teachers of "the Upper Division [Grades Four, Five and Six] are meeting to decide time allocations for the Science and Art rooms, as they go there with their own classes" (so Barbara tells me), "while Division One teachers take equipment to their own classrooms."

In a separate discussion Natalie outlines to Pat what she plans to be teaching in Science this year. Diane and Julie are working together, discussing their reading program for Grade Two, with Julie telling me that "Diane is helping me as this is a change of role for me." I spoke to Peter Spence about possible participation in my research study and he agreed, displaying much interest. He tells me that he completed his Master's of Education degree with the Chairman of my Department at the University. Pat tells me that he was very impressed with Janeen and that he had applied for Mimosa School so that he could teach here with her. As I go past Julie and Diane, upon leaving the staffroom for the day, Diane tells me that they are "working out a program that fits in together."

Friday, 4th September, 1981

As they assemble in the staffroom the staff of Mimosa School seem to be "fitting in" to the school year. While some teachers are discussing generalities others are in grade groups, discussing school planning. Natalie and Pat, as the Grade Four teachers, are talking about how they can plan together in different curriculum areas.

This morning's staff meeting begins at 9:20 a.m., with Janeen reminding the staff that timetables are to be handed to her today. She mentions that several teachers have already handed them to her. The topic of plan books is mentioned. Janeen says that "I expect . . . not a polished product. It's for your own purpose." Janeen tells the teachers that if they require help in planning, she can help, as also can Peter, subject area consultants and other staff members. Janeen says that, as per the school objectives, she will arrange a conference between each teacher and herself. She tells the teachers that they are "not to worry [unnecessarily] about your long-range plans."

Janeen gives each of the teachers a copy of the School Board's Standardized Test results (see Appendix F) and says "we try to reach our objectives, but we don't worry if we don't meet our objectives. This is purely information. When you've hugged and worked and prayed and you get low scores, it's not because you're a poor teacher." The teachers are keenly attentive, both to Janeen and to the test results sheet. Janeen tells the teachers "to check the students having difficulties on the standardized tests, to identify them for Peter. You need to remember individual differences, but this, and this is one of the problems with such results, was not emphasized." Janeen especially refers to Pat, as the new classroom teacher, and his use of the test results. At this point I noted that Janeen "is very articulate, almost sermonizing."

Next Janeen presents the teachers with sheets on the System

Survey results (see Appendix E), which sheets she calls "a summary of the summary I received." The teachers seem to be very excited as they read through the sheets. Janeen comments that she feels "very pained with the student responses." She says "I'll try to find out information to try to develop this, especially with transfers." As the teachers continue to read Janeen asks, somewhat rhetorically, "should there be more emphasis on the social rather than the academic?" As Janeen mentions that "this was supposed to be a random sample," she asks the teachers what they "think of this survey." She says "we try our best; I didn't see any anger [from the students]." As she goes through several of the questions on the sheets, it appears that Janeen is looking for gains and is worried by losses. She says "I will try harder." Janeen says that she doesn't understand why so few students indicated in the survey that they thought that the school rules were fair (forty seven percent). She is pleased, however that eighty two percent of student respondents indicated that they were made to follow the school rules. Janeen says that "we're doing well in things that don't really matter. Why?" She is referring to questions about whether the students have fun at recess, like their school building and like their school playground. Janeen says that she is "really bothered" that only fifty nine percent of respondents had indicated that they liked going to school. She wonders whether "verbal and assured children might well answer like this." Barbara thinks that may be so, and Henry suggests that these results may indicate "a good home environment."

Although many of the teachers are no longer reading the sheets, Janeen continues to talk, with only brief interruptions when a few others make comments. Janeen says "these Division Two students [not identified in the Survey results], we've got to get at these, to help them." She says that she's "going to get outside advice, and interview children." She says that "I think we have high standards." She has talked to a counsellor with the School Board about the results and he asked her "how many fun things they're having . . . maybe fun things [should be happening] on the day of the survey." Barbara says that "this is the best school I've been in." Janeen says she's "concerned with the kids' attitudes" and suggests several things, including more school assemblies, might help the situation. Peter makes the comment to the rest of the staff that "when I said I was coming here [to Mimosa] I was told that it was an 'alive' school." Sid would like to know all of the details of the Survey results, including what is not included in the results, such as those students who answered "no," "undecided," "insufficient information" or "no response." Debbie changes the trend of discussion by saying that "other children should know that children are being punished; teachers should decide what is private and what should be used as examples." Janeen talks to Debbie and the rest of the staff on this matter, defending her own past actions. Laura and Barbara carry on a separate conversation on this same topic. Natalie is amazed that "we are at the System low for question eighteen, 'Do you feel that children who misbehave are dealt with properly?'" My observation is that this whole matter of the System Survey results has really shaken up the staff. Diane refers back to Debbie's comment by saying, with support from Alf, that "the complainant should be in on the disciplining session." When Pat says something about the method that was used at his previous school, Janeen informs him that "we do that here, too." Pat responds by suggesting the "use of Magic Circle as a school." Janeen tells the staff that "the team of Peter, Alf, Barbara and myself will circulate to get to know all of the children and the problems."

Janeen changes the topic by saying "the staff responses are very good—you can go through this yourselves." As regard parents, Janeen says "they need to be more informed. Peter and I and other teachers should produce a newsletter once a month. I think the parents here have high expectations." Janeen says of the parents' responses about satisfaction with the way that the school is handling the Language Arts program, "I can't understand it, as a Language Arts consultant I can't understand this. Maybe we need to promote more. Maybe we do too much." Diane suggests that "we have 'rap' sessions with parents." Henry suggests several ideas to the group at the table where he is seated (Elaine, Karen and the two student teachers), and says that "there's a great emphasis on accountability." Peter says that "parents may have different expectations, such as red lines through work." Janeen uses her personal experience to offer an illustration of this, by saying that "a neighbour's child was spanked for untidy work, although [the work] was excellent creatively." Janeen changes the topic briefly to say that "Pat, Peter and Alf may come to me as you may need a brush up on preparing school plans, especially in Language Arts. We could have Jennifer Morgan [Language Arts consultant] out for the October staff meeting. Our P.D. program fits that objective."

Janeen reverts to her discussion of the Systems Survey results by saying that the school objective was that "seventy five percent of students will indicate a positive response to learning—I feel sick." Janeen changes topic again to say that "our budget is much on our school plan. I have been invited to talk to a conference of administrators in January, because our budget is our school plan. I have plans and I haven't shared [them] with you, but they are available for the staff to see." Janeen says that she "will try desperately to supervise around the school, and to visit in classes, especially during reading time." I note that the staff seems to be keenly interested and supportive as Janeen speaks.

When the subject of philosophy was reached (final point on the agenda) Janeen says that "communication is the key to all feeling well." She says that her part (in communication) "is very important. As a friend of mine, let me know when I'm slipping. I get so busy on outside matters that I depend on you people an awful lot. I don't like being away, but I'm away an awful lot." Then Janeen lists a number of ways in which she tries to communicate with teachers. She says that she mentions these "especially for the new staff members." The list includes: daily memo (where teachers put a check beside their names), mail boxes, a monthly school community newsletter which provides a calendar for the coming month, "an open-door policy to the office, anytime, even if it is closed (I'm busy, but never too busy for any one of you), staff meetings, principal-teacher conferences (you, as teacher, can call one), intercom system, and informal chats (the toughest part for me because of the phone and visitors)." Janeen also says "I'm in favour of more parties, so that we can become better friends. I've tried to move my house closer, but it's too heavy and won't move. If you want me in your classroom, please request that I come. Just leave me a note."

In referring to teacher development, Janeen tells the teachers that if two teachers "want to work with a totally integrated day next year [as she had seen operating in Winnipeg last year], let me know. I want you to have a creative teaching year. There's no serious commitment [here] to Nelson [the Nelson Language Arts program]." This is in reference to Isabel's comment of yesterday that "there's no magic to Nelson." Janeen says that Pat teaches Language Arts through novels, Sid through poetry, and says "we share a lot. There's so much wealth at Mimosa. The children need to know it. That's why the System Survey came out the way it did for the parents."

As the staff meeting concludes, the atmosphere, as Barbara says, "is terrific and needs to be continued." Janeen responds by saying "I need a soap-box at the end of these sessions." The staff disperse to their classrooms very quickly, as if they've had a full, intensive session, which they have had emotionally. For those who remain in the staffroom, no one goes for coffee, as they all seem to be concerned with checking details. The Grade Two teachers, Diane and Julie, are planning together, as are the Grade One teachers, Laura and Isabel, and the Grade Four pair, Natalie and Pat. Natalie says to Pat "I'd like to see your plans, too, to use them and to work with you." Karen is offering Elaine suggestions about timetabling.

During the noon hour Henry profers his opinion about "the quality of Mimosa as a school." He compares Mimosa now with Mimosa of his earlier years here and the other schools in which he's taught and those schools he's visited as a Social Studies consultant. He says "this school [now] is really very good. I don't take much stock in statistics. Staff relationships are important. Here at Mimosa there is a strong academic emphasis, and sufficient extra-curricular activities." Later on, during the afternoon, Elaine gives me her reaction to the System Survey results. She says she's puzzled and distressed, but "I remember which children in my class were used in the Survey and they're the type to answer that way." Elaine feels that the staff (including herself) need to show the students "that others are being disciplined, so that they'll be onside, because that's what happens at home." Karen Fontaine tells me that she is "disappointed with the children. I don't think that the instructions were understood . . . [the Survey] was not well administered. Perhaps we need to discipline the children more heavily, and show them and others that strong measures have been taken."

During the afternoon Natalie and Pat continue to work carefully through their planning. Natalie seems to be very much in respect of Pat's knowledge and experience. The other teachers are working either in small groups, or individually (most of them), in different parts of the school. Janeen is involved with individuals and groups as she moves around the school. I note that the school building has developed an atmosphere of a professional work-place, with teachers planning and preparing for the students' arrival next Tuesday, 8th September, 1981. Pat, Alf and Peter seem to be fitting in very well, with plenty of experience and poise. Pat uses humour and displays a quiet confidence. Peter seems to be very orderly, and also seems to have poise and confidence. Alf is busy in his Counsellor's office and seems to be self contained, competent and confident. Isabel seems to be much more relaxed with me this year and eager for the year's challenge with her class. Laura is busy with preparation but also seems to be a little reticent in talking to me. Tracey gives the impression that she is nervous about her teaching assignment with kindergarten, and also that she is a little concerned about her role in my research. Natalie remains busy in preparation and Barbara is both busy and affable. In commenting on the System Survey results, Natalie says "I don't take it seriously, because I know my kids. It's interesting that adults prepared it and assessed it, and it was random across all levels." On another subject Natalie says "I think Pat is fantastic and challenging. I also learnt a great deal from Janeen."

Tuesday, 8th September, 1981: First Day of Classes

Arriving at Mimosa School at 12:10 p.m., Barbara Benton waved to me from her car as she was going to her home for lunch. The rest of the staff were having lunch in the staffroom. As I felt that I could probably learn a great deal from the newly arrived teachers (Peter, Pat and Alf), I sat down with them. Peter says that "I feel like a new teacher, with this new role of being partly a

Resource teacher. I'm apprehensive and I want to meet the students today." He sees both of his roles (Music teacher and Resource teacher) as challenges. Peter tells me that he's "totally in accord with Janeen's philosophy, generally; that's what I was attracted to at Mimosa." He had met Janeen during Janeen's first year of residency at the University, when they were both students. To Peter "the humanist approach is very evident [at Mimosa], with a fundamental belief in children being human beings. Some schools aren't like that, it's not as evident." Peter says that "this feeling was there when I met Janeen in the spring [for interview] and it is among the teachers in their inter-relationships."

Pat tells me that he is not overwhelmed (at Mimosa), and he's finding his way, much more so than at the school where he spent his previous (eight) years. Before meeting the students he had been "anxious, looking forward." Pat says that he's "an ordered person, and [I'm] looking forward to establishing certain parameters until I get to know [the students], and then the year flows." He explains that the parameters that he establishes are "academic, physical structuring of the class, [developing] flexibility, efficiency, so that they can carry on as a class with or without me, and then I enjoy teaching." Pat says he is a little apprehensive, with a "real concern with being liked." He has "always found that students like the teacher." He thinks that, from his observations at the staff meetings last week, that among the teachers here there is "almost a staff obsession with scores." Pat has never worried about (such scores), and he is wondering whether he'll "fit into this atmosphere."

He thinks that Janeen contributed to this feeling (about the Mimosa scores on the System Survey) and the staff followed.

Mimosa is, in Pat's view, the most cohesive school that he's been in. He says "my previous school had other strengths—very strong individuals and absolutely committed to education—a rare find in any school, but the whole school was there. This school may be." To Pat, this staff is very "humanistic" (Alf and Peter concur). Pat thinks that the staff believes that "the child's affective development is more important than the academic." He says "the child is child rather than student. Almost like the old philosophy that the child is the father of the man—well, it is that philosophy." Pat thinks that an educated person is a better person. Pat's view of himself as a teacher is that he is "experienced, should be, and I adore teaching; to my students, I portray myself as . . . would like to be seen as a good teacher, to survive in the system. Teaching is a course in survival—that's my goal."

Barbara says that she is "faced with difficult decisions with my split-grade class." She had fifteen Grade Five students and six Grade Six students, "but I've pushed two up so it's thirteen and eight. The two groups of girls (one in each grade) are cohesive units, but I have a new girl, Jenny, so I'm not sure what to do. I need to think about it, and I'm very concerned about the impact [of the split-grade class] on the students."

Alf, Peter and Pat are very interested in the daily timetable of bells here at Mimosa School, and they are a little amused about the bell times, especially the bell at the end of classes for each day, which rings at 3:32 p.m. Peter says, however, that "I think that within a month we will be used to it." These three new teachers talked together about their previous experiences in other schools. Alf tells the others that he has been to three schools in the last three years. Last year the Junior High where Alf taught "folded, but I could have stayed in the Elementary section of the school as many staff were leaving, but I was attracted to Mimosa by Janeen."

I spoke to Janeen about the three new staff members. Janeen says that she has spoken to them "about the staff feeling of wanting to please the students, as a result of the System Survey results." Janeen also explained to me why she has called two assemblies for today, Lower Division (Kindergarten to Grade Three) at 2:30 p.m. and Upper Division (Grades Four to Six) at 3:00 pm., as she announced to staff and students over the public address system. She says that the reason for the assemblies, which will be held in the Music room, "is to share some information with the students. It stems from the lack of student knowledge about the meaning of the bells. Many new students didn't understand that it was just the kindergarten bell at 1:00 p.m." When making the announcement over the public address system Janeen apologized for the interrupted lessons and stated that it wouldn't happen very much.

She talks to me again about staff attitude. She reiterates several times that, having spoken to several teachers since Friday about it, "what we see and feel is different from the results [of the System Survey], and we could weep, but the Survey was for all schools and is a system thing and should be considered." Janeen still appears to be anxious about the results. She thinks that "more research should be done on the matter, but I still have to see the Superintendent about my school's scores. That's my concern." Janeen continues by saying "there is no suppression at this school, students are allowed to make any comments that they wish. So they are outspoken and could well have answered that way."

In the staffroom the general atmosphere is subdued, as if the teachers are "back on the job." Isabel says that "I was back in the fray this morning, and I am glad it is over, as I know again that I can teach. I'm afraid during the summer that I will have forgotten how to teach."

Janeen sits down in the staffroom after the lunch hour and talks about how she met the new teachers on the staff this year. She says that

> I met Peter at an In-Service session at his school, in my last job as a Language Arts consultant. While there I observed him teaching Music to Grade Four and really liked the way he handled the kids and the lesson, and so I wanted him on staff here even before the interview. I had previously met him when we were at University together.

Janeen said that

> I only knew Pat by reputation, from the Language Arts supervisor [for the School Board], who had helped Pat as a new teacher when I was a consultant. On meeting Pat he was younger that I anticipated and different, and I think that reaction [about being different] was mutual.

As for Alf, Janeen had worked with him in In-Service and "knew of the calibre of his work." She says that she thinks that these three new teachers "have come to a staff of professionals." Janeen sees her job this year is "to become more actively involved in helping teachers in classes." Janeen tells me that in her first year at Mimosa School she was "Acting for Principal," in her second year she was "Acting as Principal," and in this her third year she is "Principal." So, she says, "in the first year I was learning to administer, in the second year much time was spent on administration, so this year . . ."

Pat tells me that his

> teacher training was one great blur, and I was totally unprepared. I made great friends, but . . . You tend to be a follower in the first few years. You need a great deal of help. Probably in the early years you follow the way you were taught, but later you are influenced by In-Service and colleagues. There is a great deal of In-Service, and that's great.

On our return to the staffroom after the two assemblies in the Music room, Janeen tells me that

> all of the teachers are relaxed with you, Ted, and trust and respect you, and can tell you things as an outsider that they wouldn't tell another. I think that all teachers want to assess themselves and appreciate any opportunity to do so. They don't have to pay anything, as with the principal, who has the power to hire, fire and transfer.

Janeen tells me that it will be quite alright for me to talk to students about their perceptions. Then she went to check the mail.

At 3:40 p.m. there is a staff briefing by Barbara on the working of the new micro-wave oven that was purchased for the staffroom. A light attitude prevails, and the teachers are very interested in using this acquisition, as evidenced by their questions. Janeen is quite flippant with several staff members. Barbara gives a very competent performance in telling the staff about the attributes and dangers of the use of the new machine. Barbara has been taking courses in its use, as she has one at home. Several others have them at home, but seem to be pleased with the help given at this demonstration.

When I spoke to Natalie during the afternoon recess, she looked, and she said that she felt, tired. She is heavily involved in thinking through her long-range planning. She says that Pat has planned for the next three weeks, and is now working on the following three weeks. Natalie says that she does her long-range planning in the evenings, and her daily planning in the mornings. I noted that she appears to be trying to do what Pat does. She says that she uses the afternoon recess as "a rest period when possible although I sometimes use it to talk to a student, or to prepare for Art or Science, both of which require a great deal of preparation."

Natalie spoke of asking for a student teacher, but not until winter, when she'll "be more prepared." She says "it would be too traumatic for me to have one [student teacher] as I'm getting settled." She wonders if she could cope (with a student teacher) but then corrects herself and says "I could cope but it would be too traumatic to be really good." She enjoys having student teachers and thinks that it aids in her professional development.

As the recess period ends, Natalie talks briefly about her long-range career plans, with her husband, who is also a teacher. They plan to travel, and hopefully to work overseas for a few years.

Wednesday, 9th September, 1981

In checking with Henry about the School Board's orientation workshops in Social Studies (introducing the 1981 Alberta Social Studies Curriculum), he tells me that Alf will be going to one of the workshops. Alf tells me that he hasn't taught Social Studies "for a while," so he's going to the orientation workshop on 22nd September at

1:30 p.m. I decide that I will arrange to be there with Alf. He's happy for me to join him there.

Julie says that "I'm enjoying my class. I am more settled today than yesterday. I feel that there is much more responsibility with a class than in last year's role (as a resource teacher)." Natalie tells me that "I'm happily settled in." Diane says that she's "feeling more confident with an extra year's teaching, realizing that with greater knowledge and experience that I find decisions require greater thought. For example, last year with Grade Two I just taught all that I knew."

Pat talks with Karen about the students in his class this year who were in Karen's class last year. They talk about students who are "average," "above average," and "personality differences." Pat says to me that "I do this each year and I find it very useful until I make my own assessment after three or four weeks. If there's any disparity between Karen's evaluation and mine, I forget about Karen's and follow my own feelings in the matter."

During a meeting between Janeen and several mothers interested in supervising the school lunch program one mother wants to dissuade parents from sending their children to the lunch program. Janeen points out that "the service of the lunch program is definitely needed. It's becoming a system-wide trend."

While Janeen continues her meeting about the lunch program, a specialist Music teacher, Noel Casey, arrives in the staffroom. He tells me that he teaches the viola at several schools, including Mimosa. He says of Mimosa School that:

> It's excellent all the way round, starting with Joy [the secretary] and Janeen, both of whom are terrific, staff, students, caretaking staff. It compares very favourably with other schools. What makes a school a good school is the inter-staff relationships, the atmosphere you can tell. At some schools the principals run the school with an iron hand and just as much is accomplished. Janeen brings the staff into decisions. Some staffs take longer than others to realize that Music is not a frill. Every school is different. I enjoy being around different staffs and different principals."

Later in our conversation Noel says

> I'm frustrated with the University [of Alberta]. It's not required that students take strings at all, and it [the strings program] is an exceptionally good program. At the University of Alberta they've hardly heard of Bornoff. I don't know why it's not taught there. The University should be preparing teachers for what is happening in schools.

At 3:25 p.m. Janeen sits down on the lounge in the staffroom and says "I feel like I'm back at work. It's usually hectic like that." Then she tells me about the success that Peter Spence is having with a difficult student. Janeen also mentions about a student who was "slow, cool and difficult." When Janeen went to visit the mother "after diagnosis showed the difficulty, I helped the mother to help the student, Trevor."

Several teachers arrive in the staffroom and Janeen asks Sid about James, a "problem child, like Trevor [above]." Sid says of James that "he's still difficult." Natalie arrives and asks "whether we should ask whether students are 'Jehovah's Witnesses'?" Karen says "three of mine are, and so they didn't sing 'O Canada.' I have another [student] who, from Diane's information [from last year] was thought to be one, but the student says that she and mum went to the wrong meeting." Tracey comes to talk to Janeen, but Janeen remembers that it's Julie's birthday and she goes to get her "to give her the bumps." I wonder what that is! Pat arrives and tells everyone that "Jehovah's Witnesses put God first." Julie arrives and Janeen, Sid, Tracey and Diane pick her up and give her the "bumps," bumping her posterior on the floor twenty one times. Julie thinks, upon being asked, "that they were quite gentle." Janeen gives Julie a birthday card. The teachers relax in the staffroom. Henry tells me that he and Sid are "not teaching a provincial unit at Social Studies at the moment, but rather a unit on pre-historic man, which I see as lack in the [1981 Alberta Social Studies] Curriulum." Henry tells me also that he and Sid plan their "basic units together" and they seem to work extremely well together. They are taking their classes on a walking field trip tomorrow afternoon to Burke Ravine to collect objects for Sid's unit in Science. Henry and Sid leave the staffroom to plan together in their office. Pat White talks to Elaine about students that she had in her class last year who are now in Pat's class. Elaine seems to be keen to talk.

Isabel Adair arrives in the staffroom, having been in her classroom preparing for tomorrow's lessons. Peter says to Isabel that "you have an excellent class," having given them a music lesson this afternoon. Isabel says "thank you." They discuss Isabel's class and the music lesson. Isabel tells Peter that "my students really enjoyed the music lesson with you." Peter tells me that he has "to get used to the physical plan [of the school]. I'll have to get used to the spacing. It's interesting to go from grade to grade. I don't feel totally secure. I'm apprehensive about [teaching] primary students. It's lack of experience. I've got plenty to think about." Isabel and Debbie say that "it's better for [the weather] to be cool on the first few days [of school] so that everyone settles in better." Debbie was saying earlier that it is hot outside. As I leave the staffroom Elaine is telling Pat about the "difficult" students that he has, based upon their behaviour last year.

Thursday, 10th September, 1981

I arrive at Mimosa School at 2:00 p.m., just after fire drill has been completed. Janeen, Jack Sillar, Joy and Debbie are in the office, discussing the fire drill, very lightheartedly. Jack in his haste has knocked soil from a pot plant in the hallway. Janeen asks me to monitor one stop watch at one exit for future drill sessions. Karen is working in the staffroom, checking students' diaries, in which they write three times per week. Karen is quite excited as she reads, commenting to me that "a number of students don't yet understand what is expected of them [in writing diaries]." Isabel's student teacher arrives and asks Karen if she can read the diaries. Karen is happy for her to do so.

At the end of the afternoon recess, when the bell sounds, there is a period of fifteen seconds of non effect, then all of the teachers, except Karen, move abruptly and talk about the need to hurry up and do things quickly. Karen finishes reading (the diaries) and leaves with two unchecked diaries. In leaving she shares with Natalie the work of one of the students whom Natalie knows.

One of the teacher aides, Terri Ralph, passes through the staffroom with materials that she's cutting up, and mentions that "this place is a rat-race, with show-and-tell going on next door."

In reply to my question about what she means, Terri says that "it's Julie with Grade Two." Then I hear Julie telling her students about Peter Spence's office (next to the staffroom) and about the pictures on the wall. Soon afterwords Julie brings her students into the staffroom, in line, for "a one minute visit," telling them about the oven, the "new" micro-wave oven, coffee machine, bookshelves, lounges, tables, chairs, and then Julie introduces me to her students. Later the class goes out of the door leading to the library. Terri troops through the staffroom to the library and back again to the workroom. When I say I'll have to keep count of her walks, Terri says "my feet do." Terri seems to have almost a continual smile.

I take a quick trip to the office, but no one is in sight. On returning to the staffroom Isabel passes through, saying that "things are going well, but I'm tired," as I had written earlier (that Isabel looked to be tired). On my questioning her she says "I'm always tired at the end of the day with Grade One students, at least for the first month or two and maybe for the whole year." She leaves with a laugh. Joy comes into the staffroom and says

> I've got a cough, unusual for me. I suppose I should give up cigarettes. It's very busy, it always is in September, with so many things to do. From October, it'll be busier than in previous years, but it becomes more regular. The school-based budget has added fifty percent to my job, and to the school's job in general.

Terri Ralph enters and Joy says that "Terri smiles because of her happy disposition." Terri says "I like to smile and will try to continue doing so." Joy and Terri leave together. They seem to be a very good team, as they appear to get on very well together. Isabel comes into the staffroom again and says that "I'll try to look less tired," with a big smile.

Janeen tells me that today she has been elected "as an executive member of the Public School Administrators' Association, [which is] a city-wide organization, with voluntary membership." Janeen goes on to say that

> I try to do something new each year to grow. I will be on two projects this year, mainly to do with Mimosa. I'm sorry that as a single-parent, it's another night away from Nadine [her daughter]. I'll let you know about the meeting [of the Local Advisory Committee tonight] tomorrow. I'll need to talk to someone, as I expect it will be traumatic.

Diane comes into the staffroom and asks me if I'm writing a book. Henry and Sid arrive back from their field trip to Burke Ravine and Sid says that they spent quite a while looking for a student's spectacles, lost somewhere in the ravine. Tracey talks to Diane, asking Diane how her Grade Two class is going. Then Tracey talks about some students in Grade One who are causing problems, and says that "they weren't problems last year [in kindergarten]." Henry tells me, Sid having left to go home, that their field trip went well. They collected leaves, twigs, dead branches, moss and berries, "to make a nature mobile in a two-week art project." Henry says that "behaviour [on the field trip] was good, except for the fifteen slow ones behind the end teacher, which was me. However, I took their names, so there was great improvement." Henry says that he knows most of the names of the Grade Six students. Henry tells me that he and Sid work well together, "and we work a lot together. We don't have a lot in common. We're both Grade Six teachers, he's [Sid] younger, and we're both married." In walking out of the school with Tracey, she talks about the Local Advisory Committee meeting. Tracey says

> It's so much better for Janeen to talk fluently to the parents rather than me stutter. Janeen handles the parents very well, both in being able to think 'on her feet' and her ability to handle difficult situations. Parents who need to listen don't and those who are on-side and helpful listen carefully and sensitively.

Friday, 11th September, 1981

On my arrival at Mimosa today Isabel says to me that "I'm not tired today" and she certainly looks less tired, and is quite vocal. Pat, in talking with Natalie, says that "one of the girls [in my class] wants to be with her friend in your class." Natalie says "No, they need to sort out their emotional problems in their present situations." Elaine arrives in the staffroom to show Karen some work of her students. She comes past me on her way back to the classroom and says that "the work [that she showed Karen] is a story written by a student. I always show Karen, and she shows me, any interesting work because we're [teaching] the same grade [Grade Three]; we're good friends, very close friends."

Natalie asks Pat, Laura and Barbara whether they've kept anything (written) from their childhood, and then quickly continues to say that she wishes that she had kept some of her written work. Barbara says that she only kept her university material. Natalie says "I kept university work, including the jokes, and some Junior High material." Laura says "I threw mine out as soon as I had finished." Barbara says her written work "was always thrown in the garbage as there was too much in the house. Back in those days any paper was sent to the outhouse." Karen tells me that her Norm (her husband, who had a heart attack during a visit to England in the summer) "collects me each day. He's improving, making pickles today. I'm anxious to see how it went. He needs the outing as he's getting restless. I don't drive and Norm used to drop me off and collect me on his way to Lismore School [where he taught last year]." Janeen tells me that she's very concerned about a student "with many problems" in Sid's class. She says "I would love to meet with the boy now, but time . . . I have arranged greater counselling time this year [for the counsellor, Alf] so that I can get ahead with what I have to do."

With her class in the Music room with Peter, Laura sits down in the staffroom and tells me a little about herself. She started at Mimosa School in January, 1980, immediately after finishing university, where she completed a Language Arts/Reading major. She had taken a library course and had "a private background in music, so was hired for the job." (Last year at Mimosa school Laura taught library and music.) Laura says

> This year is very different, as I'm with Grade One. I read through the curriculum in the summer, but I don't really know the program yet. I'm working on my long-range plans and that will help. There are not enough hours in the day, as I was telling Joy a minute ago. I have to write up name tags, for bags, places and coats, as some can't write yet. That takes up a great deal of time. I'm really enjoying [teaching Grade One] and am looking forward to it.

With his class at music, I have an opportunity to talk with Pat White. Upon sitting down Pat says that

> I've had such a great day that I think I'll be settled by Christmas, and I'll possibly have a student teacher in winter. The student teacher that I had last year was the best I've seen or had. She [the student teacher] was strong in areas I am weak in, so it was mutual learning. Usually with student teachers it's a lot of 'give,' but here it was 'take.'

> Confidence, experience with school boards, mum on the school board at High Level, enthusiastic, organized, sense of discipline and balance—she'd come back the next day unexhausted, ready to work with each student, not as a class, very good for kids. On her evaluation I said it was a privilege to work with her on staff. She was hired by the Public School Board, probably knocked them out at interview, in a quiet, understated way. One of my weaknesses is that I tend to sometimes place too much emphasis on survival skills, as I see that as my primary goal. She [the student teacher] was more balanced, very strong in coaching Physical Education, the fine points in basketball and football. These are my two most obvious weaknesses and were her two biggest strengths. She was more flexible than me, probably because so much was new to her, because by the way I plan I set my objectives, especially with four months of daily plans in advance, and I'm familiar with the work. She could be flexible, not realizing possible consequences. The faculty consultant [from the University] should have spent more time with her, to learn from her. I had the Vice-Principal and Principal in for half days when they could. The faculty consultant said she was too busy.

Pat then talks about teaching, saying

> If kids are doing fine they don't need teacher direction or time. Where help is needed, they have to ask. I'm being satirical here. I think they need as much help as any. Independent, efficient workers will lead the country. I will be interested to see what commitment is here [at Mimosa School] to bright students.

At the afternoon recess period Diane says that she's tired at the end of the week, but she looks forward to the weekend. Janeen asks me if I write in shorthand, saying that I should do so. Peter talks to Janeen about a student, Rochelle, in Grade One, whom he says is "a real organizer and not attentive." Janeen remembers her, after not thinking that she does, and proceeds to describe her. Peter and Janeen share reminiscences of their first year of university, which they attended as fellow students. Janeen says that "Henry [who has just arrived in the staffroom] didn't help with the 'bumps' for Julie yesterday, as he was realizing that his day was coming."

As I join Janeen, Joy and Jack in going for the school exits to time the students' exit times in fire drill, Joy says to me that "it's getting so that I wonder whether I should say anything, for fear of it being recorded. No, Ted, I'm not really worried. It doesn't bother me a bit." In the General Office area Janeen talks to Alf about the behaviour of the Grade Six students. Janeen says that she's concerned about their behaviour and wants Alf to observe them. She says "I saw them lining up, Henry's group, and I'd have killed some of them, well, maybe not killed, but the next thing to it." Upon my entering the staffroom Laura asks Barbara about her students in Grade Six, as she has seen Grade Six students "playing roughly [in the playground], grabbing and throwing to the ground. I'm worried about what is happening." Barbara tells Laura that

> Grade Six students are going to parties and it's no good. It's getting quite sexual. They're touching and acting with sexual behaviour. Such behaviour is dropping in years, from Junior High to Elementary, as puberty is arriving at ten [years of age], They have too much knowledge, but they don't know the implications. It's especially embarrassing when parents arrive at school and see it. It will be a rough year at school. It's tough not to get caught up in it, where they live. Something will have to be done about it.

Monday, 14th September, 1981

In the staffroom at lunch time Henry talks about

> the talk on discipline and behaviour of my class. As well as threatening the class with detention, I went through a plan for the class for music, as they had misbehaved on Friday afternoon with Peter [Spence], so they now know how and in what order they walk in and where they sit.

Henry says that "I also gave them a special dressing-down about their general behaviour. I find that students in Grade Six are difficult until November and after May. They think they're big." As Henry leaves the staffroom to prepare for tomorrow, he says that he's doing his preparation during the noon hour

> as I have to go to a swimming course this afternoon, to help students not to drown. Debbie asked me to do it with her, so that when we apply to take students swimming, we can say that we have completed this course, and that it will be used.

Sid arrives in the staffroom and strikes up a conversation with Natalie. Sid tells Natalie that "taking books home is fairly fruitless, and I really only have time for planning. I try to spend fifteen minutes at noon hour [in marking books] and find that to be effective." Natalie expresses her interest. Janeen arrives and asks Sid to talk to "a fellow from the Drama troupe," who is interested in working with Sid's class. Natalie returns to the staffroom, with books for marking, and seems to be quite happy, relaxed and bubbly.

When I ask Pat if I could have a look at his plan book, which he has with him, he tells me that "I've musjudged the students' abilities and so my plans are 'off' accordingly. They're much brighter than I expected, but Grade Four [students] still need direction and discipline, and they need a lot of time to get things done." Janeen comes back into the staffroom and talks to Elaine about a problem that has arisen concerning the socialization of a particular student. Elaine tells Janeen that "she [the student] has friends, but still has problems. I've never met the father [who has rung the school] and I don't want to." Janeen says that "I angered him [the father] by saying that I didn't appreciate being continually called, without any very good reason."

In talking with Janeen in the period between the lunch hour and afternoon recess, she asked me for clarification of her understanding of my study, "so that I can speak intelligently about it to my peers and friends." Janeen wondered at the "lack of emphasis on Social Studies" to date, so I explained that I was studying the (professional) life-world of teachers. Janeen says

> I wasn't being critical, but I just wanted clarification. I haven't fully read the proposal [that I had given her in May] and I was wondering about an administrator accepting someone in to research without knowing all, but I'm aware of your sincerity and I'm very keen on it.

Janeen continues, saying

> I'm not worried about the lack of emphasis on Social Studies content to this stage, as I now have a better understanding of the project, but I just had it in my mind that the major part was to be Social Studies. I feel that everything is very natural, because of your personal and research style, and everyone has accepted you and felt very free to talk to you or when you are around. I attribute that to your low-key approach and your manner with the staff.

I told Janeen that the new staff members (Pat, Alf, Peter) are of much help in the study, as so many things are new to them, and the differences that I perceive, as a foreigner, are also enlightening. I asked Janeen about preparing a file sheet for each teacher to complete, and that I would be seeing class programs, and she says that "I'm happy about it all."

Tuesday, 15th September, 1981

Today I notice that Peter Spence is dressed casually, whereas yesterday he wore coat and tie. Peter says that how he dresses "depends on how I feel and what activities I'm doing. Whim is the major reason. Something on this matter [of dress]. There's something to be said for formality of dress. It used to be that male teachers were expected to wear ties, up till five or six years ago." Peter says that when he changed from teaching Junior High to teaching

Elementary that

> I changed to being more casual, as I saw it as more appropriate. I see it now as individual expression. It's a type of dichotomy. Some formality presents a good image to students, but it's not important enough that I'm in one every day. When dressing this morning my thought was that it [my dress] was a little informal, but my rationale was that I would enjoy one of the last warm days [of the year].

This explanation by Peter of the criteria for how he dresses for school is rather intriguing, so I ask several others what determines how they dress for school. Pat, with a tie today, but without a tie yesterday, says that "I woke up and felt like dancing, but there were no takers at noon. It depends on the mood on the day. That's the usual reason." According to Karen whether or not she will be teaching Physical Education during the day

> determines the way I dress—so it's pants today. I try to wear a dress in both winter and summer, but I keep sets of clothes in the car for winter, including pants. For me, dress is traditional, and it's probably my age. We were not allowed to dress otherwise earlier. Norm [her husband, who is also a teacher] is the same, never without a coat and tie. He wouldn't even come to school on Saturday with me with jeans on. Pants for ladies have become acceptable during the last five years. They used to bring slacks to change. There only used to be two Physical Education lessons each week, now it's four or five of the days. I think that students like you in a dress, especially young girls, who often comment about pretty dresses.

For Barbara, the major determinant of what clothes she wears to school is that she has "physiotherapy in the mornings at the moment, so I wear slacks. It also depends on temperature-wise when on supervision, and how much of a rush. It's slacks over skirts and nylons." Pat interrupts to say to Barbara "and because you look beautiful in yellow." Barbara continues, saying that

> I wear a dress, when I want to feel dressed, feel good, be a good role model, or think they look good on me. I like bright

> colours, as they make me feel alive. I like bright surroundings when buying a pattern. Occasionally I wear what's cleaned and pressed. I believe that people should dress up in teaching, for the students, as they often comment on it.

While her class is at music Karen compares teaching today with what she remembers it to be earlier in her career. She says

> Now we don't teach poems, like we used to do for eistedfords in Wales. We don't teach poetry recitation anymore. Earlier curriculum is not laid out so we chose our own poems. In [this] Public School Board district so much of the curriculum is laid out that I used to be scared that I'd miss out on [teaching] something that I was supposed to teach. When I first came to Edmonton the principal said 'they're the guides, follow them,' so I did.

Wednesday, 16th September, 1981

In the staffroom Pat is reading a document and he has some students' stories on the table that he intends marking. "I felt like it. I've had this tie for years and I feel comfortable with it." At 2:15 p.m. Karen comes into the staffroom, and seems to be very buoyant, saying

> This only happens twice a year. I'm excited, as I've just had a very good Social Studies lesson, teaching mapping. We're only supposed to teach East, West, South and North, but I included North-east, South-west, et cetera, telling the students that this is Grade Six material.

Karen whistles while she moves about the staffroom. She says that she's also happy "as several small areas of fiddly things have been accomplished." Karen and Laura agree that there are many "fun" things in teaching. Karen says that "I'm as excited as if I was going to a party tonight."

Karen asked me if I wanted to see the mobiles that she has in her room, so we walk together to her classroom, as her class returns from music. In talking with Karen about programming for her class, she says that

> I'll have my long-range plans ready next week. I haven't done this before, preparing long-range plans for a full year. It's usually monthly plans, plus day book plus using resource books provided by the School Board, such as in Physical Education. I'm not sure about long-range plans. So much will need to be changed.

Karen says to me that "you should come back [to my classroom] when it is less chaotic," and she laughs when I tell her that I want to observe the natural situation.

Back in the staffroom Barbara and Henry are engaged in discussion about the School Board's Health units. Barbara asks Henry what he did with the Health units last year, with his Grade Six class. Henry tells Barbara that he didn't teach Health last year, as Julie, as resource teacher, did. However, he tells Barbara to "go ahead and teach it. You can't possibly do all of it." Barbara agrees. She says that "I'm going to plan for Science and Health tonight after school." Henry asks Barbara about a Math binder. Barbara says "I'll finish with it tonight and let you have it." Henry says that he's been using Sid's (Math binder).

Thursday, 17th September, 1981

When sitting with Alf at lunch time today he tells me that

> I'm starting to feel at home at Mimosa. I feel more that way every day. I'm having difficulties with my job role, trying to separate the three roles of counselling, library, and teaching Social Studies to Debbie's Grade Five class. The most difficult thing is doing things at the right time, and not confusing myself.

Towards the end of the noon hour I am able to talk with Peter Spence about his role of helping students with problems. He tells me that he and Janeen "who are on this issue very close, believe that instead of withdrawing students from classrooms I should try and work with them in classrooms, but by default I've started with some withdrawals." Peter continues talking about his philosophy and says that he's considered applying to teach in Germany, at the Canadian Armed Forces base, but he has certain reservations. He says "I've noticed that some who've gone there have not really 'grown' although that doesn't mean that I wouldn't as I would have specific purposes."

Peter asks me about my research and expresses much interest and support for it. Peter things that "there has been too much abuse of statistics and surveys, and they have fallen into disrepute." Karen listens to my conversation with Peter and tells me her thoughts about staff reaction to my presence as a researcher at Mimosa School. She says "it doesn't bother me. I'm curious about how you're going about it. I don't think that the staff have changed at all because you're here. I don't think that your presence disrupts the natural environment at the school."

In talking to Alf about his program in Social Studies he tells me that he gave a good lesson on sharing, and that he's going to give a talk about the Indians, on shelter, tools and food. In his last Social Studies lesson he arranged that two students worked together studying a particular tribe. Alf says that

> They made a chart in forty minutes, having gathered the information in an hour. They need to improve their research skills. Think of what time it would have taken for each student to do each tribe—fourteen hours, and this has taken one seventh of the time, and it's on a chart for future reference and work. So it's a good method. Some weren't finished, so I sent them back to the library. I felt they hadn't done their share, that others had done more. So I hope it will be a lesson for them. We'll have some role-play next week, with Indians meeting white

> men. I'll have to work on the activity approach to teaching, as I've had a lack of practice. I've had classes with many behaviour problems, so not as much as I wanted. In my first two years [of teaching] it was mostly activities, and it was amazing how much was accomplished and remembered. Remembering is the main thing. You can accomplish a lot through the lecture approach with mature students, but with younger students retention is very limited with other than the activity approach.

As I furiously write notes, Alf suggests that I could take a course in writing shorthand. As Natalie passes through the staffroom on her way to the office, she says "God, you're still writing. Doesn't your hand get sore?"

Monday, 21st September, 1981

After two weeks of the school year have elapsed, the staff seem to have settled down and into the business of teaching. The early days of the school year were filled with administrative details, but that seems to be behind them now. The teachers seem to have more time to talk, even though maintaining very busy schedules.

At this stage Pat provided some information as to where he was in Social Studies. He was teaching mapping skills till the end of the second week in October, and then moving onto Alberta's Human Resources. According to Pat,

> Grade Four Social Studies is a disaster, from what other teachers have told me; it assumes that children need no background knowledge to do the unit; children run seven unit studies themselves—it's up to the children. There is no framework from which to work, so learning will be minimal.

Pat continues by saying that he has planned the unit on Alberta's Human Resources, using the relevant Kanata Kit (supplied by Alberta Education). He is using an old unit, from the 1971 Alberta Social Studies Curriculum, on Indians and settlers, to study their ways of life. He intends to use a lot of drama and role-play. He states that:

> I wouldn't spend a lot of time on Social Studies, it's a disaster. This is the third trot at it [referring to the curriculum changes of the 1971, 1978, 1981 Alberta Social Studies Curricula], and I believe it is doomed. Teachers do what they think is best, not what developers say is best.

It's Pat's first year with the Grade Four Social Studies Curriculum, and already he's changing it drastically to suit his interests and his perceived needs of the children.

Wednesday, 23rd September, 1981

During this day I spoke to most of the teachers about the coming event that was the talk of the staffroom, tonight's Meet the Teacher Program. To allow each teacher to speak their thoughts on this matter I simply asked the question: "What does Meet the Teacher Night mean to you?"

The conception that Henry has of this event is that it is not the time for parent interviews, but unfortunately, he says, "it does [mean interviews] to some parents." According to Henry, "it means what it says, [for parents] to get some idea of what [their child's] teacher is like." Henry thinks that in the gymnasium, when everyone is assembled, that some details will be presented "about teacher-parent co-operation in the child's development." When in the classrooms, the parents "can look at children's books in their desks, to get a view." In Henry's words, the parents come to discover "mainly, 'who's that bird who's teaching my child,' if you can put it like that." As regards his feelings, Henry says that "it will be interesting to see what kind of parent is raising each child, to see if they are more successful or less [successful] at parenting." Henry is expecting to discover "if there is something about the parent that you need to consider with the child," as he says that he usually learns "a few clues about home background." However, Henry also thinks that there's "little chance of judgment, in so short a time." Henry says that he seems to become cornered by two or three parents each time. He thinks that most teachers find that that situation arises.

Peter listens as Henry speaks, and then says that he thinks that "parents come trying to kill several birds with one stone." At previous schools, Meet the Teacher Nights were held in October and parents wanted to know about their child's progress. Henry interrupts to say that such concerns are "not so much [the case] here [at Mimosa], but parents want to know of the number of book reports that will be done this year, of teacher likes and dislikes, or some special concern that they can consider." Peter says that his interest "for tonight, is to gain an initial impression of the parents (and vice versa), and I'm rather excited, as I'm new in this community." For Peter, "informal assessments will be useful, as at this stage I only know a few first names." Henry reiterates his thought that the parents will have special interests that they will present.

As we talk, Janeen enters the staffroom to ask Henry to arrange chairs in the gymnasium, as she says that she forgot to see Jack (Sillar) about it. Janeen says to the teachers in the staffroom (Pat at Table 1, Laura, Natalie, Diane at Table 2, Henry, Peter and myself at Table 3, and Karen and Elaine on the lounge), "Teachers, tonight teachers are at the front. Which way do you want to sit? If facing the front, you would need to stand when introduced, and wave or blow a kiss." When Henry then asks the staff if there are any objections to facing the audience, there are none, so he says "that will be the way." Janeen says that she hasn't yet prepared the agenda for tonight, but she will do so "as Sam Bulovich is speaking at a principals' meeting at 1:00 p.m." She says that "what I say tonight will be prepared but it depends on the level of noise." Janeen says that she hopes that the intercom is working, and asks Henry to check it today. Henry says to Janeen that if the intercom is not working, she "can ring the fire bell."

Janeen, Sid and Henry talk about arrangements for tonight, about how to talk to all parents rather than to a few of them. Janeen says "what I have to say isn't all that important, no, that isn't so." Sid remembers last year's experiences and says that there's a need to start on time. Several teachers are talking about the times for tonight: meeting in the gym at 7:00 p.m., in the rooms at 7:45 p.m., and the evening concluding at 8:30 p.m. Some teachers comment that some parents came earlier this week, while others sent notes or phoned to say that they can't attend. Janeen tells Sid about a split in the family of one of his students, after talking about a father who had arrived late for an interview with her earlier today. Peter comments that "one of the reasons that I left Music [teaching] years ago was to reach children on a different level; without a class there are some problems, but you can reach some children very well." As she leaves the staffroom, to attend the principals' meeting, Janeen says to the staff "see you tomorrow." Isabel says "you'd better be here tonight or we won't know what to do."

For Sid, it is

> very important to meet the parents and to establish a first contact, and have some impression of them. It helps you to better understand the child, and to round out your ideas of the child. I'm going to talk [to the parents] this year about curriculum, especially writing.

Sid says that he's a "little anxious, slightly uncertain, yet looking forward to it."

Meet the Teacher Night gives Laura the opportunity "to meet the parents and vice versa, and to answer immediate questions." She says that two "early comers" were interested in specific aspects relating to their child, but she steered the conversation away from that. This event of Meet the Teacher allows Laura to

> match faces with children, to see why certain kids have certain personalities and behaviours, to see problems with mixing, and vagueness, as often the child is the same. Also you can see why a child is very social, it's surprising the carryover.

Laura also views the evening as "a chance for parents to feel comfortable in the school, as teachers are able to relax and feel unpressured, and [parents] later come to see the teacher again, although some wait until problems come." As to her feelings, Laura said that "yesterday I was dreading it; it is a long day, as I live far away, so I can't relax before it. Today is a long day, although I'm looking forward to it." Last year, as Music teacher, Laura remembers that "the kids were pretty noisy, doing things they wouldn't [normally] do. I had to step in, as instruments were being damaged in the excitement." Tonight she'll show parents things, and it will be "a little saner, with little to hurt or to cause noise." Laura will be:

> glad when it's over, as you can't spend too much time with anyone. I'd sooner see them individually at the start of the year, but it should be fun. I was busy yesterday, with wall items, and the children were excited, so that it was difficult to finish things and control was difficult. I was tired, but I had a good sleep, so I feel I can handle it. The kids are still excited today. Those with parents working [tonight] are really disappointed.

Laura said that she told those students that they could bring their parents to visit her "some afternoon." She hopes that the evening goes well, as she thinks it should. She is hoping for a

> good turnout—some children said that their parents aren't sure. Especially those [parents] that I haven't seen yet, it would be good to see both parents, and to see how parents deal with their children. This afternoon I will teach the children how to introduce their parents to a teacher—it's useful and better than the teacher taking all of the initiative.

Tracey Dent has joined Karen and Elaine on the lounge and they discuss their thoughts and feelings about this Meet ~~the~~ Teacher Night. Karen says that she's dreading it, as she's tired. Elaine is concerned that she will "have to come back [to school], be nice and smile all of the time." Both Tracey and Elaine agree with Karen when she says that "all of the parents will say 'how are they doing?'." Karen adds that "the odd one will buttonhole you and not let go." Elaine says that such a person is usually one whose child is having no problem at school, and Elaine says to Karen, "like the one who saw you last week." Karen says that she "knows that it will be Mrs. M." who will be like that tonight. However, Karen says, "Apart [from such problems], I like meeting the parents, pinning a face on them. It's a more frienly relationship than talking to them later about math and behaviour." Elaine thinks that the Meet the Teacher Night provides "the opportunity to meet, especially, new parents, to see if it looks like they'll be problems." Karen says that "usually most parents turn up tonight." Tracey tells us that she has "good feelings—really good [about tonight]." She thinks that "basically it is very informal, the main thing is meeting and seeing who belongs to who[m]. I've met most of the mothers, so they're not completely new."

A feeling of apprehension grips Isabel as she thinks about meeting the parents tonight. She says that "even though I've done it for years doesn't matter, and it still goes fine." The problem for Isabel is that she is "being faced with so many people at once. I feel like giving them numbers, as at Woodwards' Bakery. They're all waiting to see you, and you have to be pleasant. It's not supposed to be an interview situation, but it tends to feel like that." Isabel says that she can tell me now how she'll feel tomorrow—"It'll go fine. I'll smile and smile and be so nice!"

Natalie likes Meet the Teacher Nights, as she

> like[s] to meet parents, and I like them to meet me, and to feel welcome. I am communicating that through this function. I want them to see the classroom, the program for this year, and to be supportive, to be in touch about problems. I explain the idea of spending time reading to and with children each night.

Natalie is in favour of the idea of the Meet the Teacher Night, as "it makes them [the parents] feel at ease about their child's teacher." Natalie is looking forward to meeting the parents tonight, and is not tense. She tells me that she has a general idea about her long-range plans (that she can tell the parents tonight) and that she'll complete her more specific plans later.

For Barbara, "it is always good to meet parents, as a public relations exercise, and it sets the way for the year." Barbara thinks that when the parents see that "you're friendly, co-operative and in charge, and a problem [arises] they feel free to contact [you]." There is, for Barbara, "some tension in getting ready, as you're busy and rushing, [as you have] some work on display, to show that you're prepared." However, Barbara thinks that she's "done so many [Meet the Teacher sessions] so it's probably not the same [for me] as for other [teachers]."

Julie is looking forward to meeting the parents tonight "for some reason." She feels good about Meet the Teacher Night, as it is "a good chance to talk to parents on a casual basis [rather] than later [when it will be less casual], although there's not so much to say now."

Pat is looking forward to this Meet the Teacher Night, although "I'm a little apprehensive, as it's my first time at this school." Pat thinks that it will be "interesting, as an impartial observer, to see the kids show their parents the desks where they sit. The desks will be as normal, that the parents will see the classroom as it is." Pat says that "if parents ask whether I allow mess, I'll say, 'do you pick up?', if yes, then 'I don't.' One mother came this morning, so I'm [feeling] positive [about meeting the parents]. Julie said it's the same with her, having just come from seeing a mum."

Alf Little says that he's

> at a loss, as librarian, counsellor and classroom teacher only for a short time—I'll probably be in the Library, close to Debbie's classroom [where he teaches Social Studies] to be able to see parents there, too. As a new staff member, I have the disadvantage of not knowing many children, only a few in depth. I'll have to say 'Who belongs to you?'

Debbie tells me that she is not feeling well, physically, but she has a sense of anticipation about meeting the parents tonight.

As the school secretary, Joy says that she doesn't "think about tonight, as even the work beforehand—invitations—is just something else to do in the office; then I don't worry as I don't have to come." Joy thinks that for the teachers, Meet the Teacher Night is the "first meeting with some parents, so rooms are done nicely to give an impression." In Joy's view, for the Principal, "the idea is to have the school looking as nice as possible, to impress parents, as a place for learning and being in for their children." Joy thinks that "parents look forward to it, meeting the teachers, seeing the rooms, seeing change." Joy says that usually there is a good turnout to the Meet the Teacher Night each year. She thinks that the children are excited to have their parents come to see their new classroom, and to have something up (on the walls), especially the younger students.

Terri Ralph has been listening to the conversation I've been having with Joy, as Joy and Terri have continued working together in preparing handouts for parents. Terri says that she and Joy need to relax and enjoy humour together, to be able to get through the day. Her impression of Meet the Teacher Night is that parents think that it's okay, but personally she finds that "it's a farce." By way of explanation she says "I went to one last night. It's supposed to be to meet the teacher, but last night you introduced yourself and walked around the room. Maybe it's different here. It's a bit of malarky—no chance to see the teacher as there are so many parents." Terri says that:

> The children think it's great, but it doesn't turn out the way they expected. Teachers probably think that it's a waste of time. Principals think that it's terrific, as they keep having them. Parents think that they need a special night to see the teachers; they don't realize that they can see teachers any night.

In referring to her own experience, Terri says that "last night the Principal said to be kind to the custodian, as he would have to scrub up all the floors after we left." Her general impression of Meet the Teacher Night is that it's "something that's always expected, but I don't learn anything as a parent, except the teacher's name and what she looks like."

For Jack Sillar, the school custodian, Meet the Teacher Night is "something I have to get ready for. I haven't really thought about it. I have nothing to do with the parents." It is Jack's responsibility, as custodian, to "set up the gym, with chairs." One custodian has to be on duty if there is an evening activity at the school. It depends on the afternoon custodian as to whether Jack will be at school tonight. Jack thinks that the Meet the Teacher Night has different meanings for each set of participants. He says that

> The parents think that it's a good idea to get to know the teachers and the school itself. The children are proud of the teachers and want their parents to see them, and their work. For different teachers it means different things. I think that they like the idea of meeting all of the parents, so that the parents know what's going on. The Principal is proud to show the staff and school off to the parents—that's what I'd feel if I was the Principal.

In the staffroom, during the lunch hour, Pat says that there's not time for him to go home before 7:00 p.m. this evening, so he'll "plan for tomorrow. I've got a test to mark, and I'll probably go for a run and probably not eat till I get home later. Then I'll graciously receive as many parents as possible in an hour. On reflection, I might eat [before the parents arrive]." To Pat, this event (Meet the Teacher Night) "seems to be a social courtesy to parents, rather than of value to teachers. It has been portrayed to me as such. It's exciting for children, and for parents to meet the teachers with whom [their children] spend so much time each day." Pat thinks that "Janeen seems agitated and concerned about tonight. I hope it goes well for her." Pat says that "Diane is cool and calm, and she's been here a while and takes things in measured doses, so she'll be alright today."

Diane is sitting beside Pat and offers several comments of her own. Diane says

> I haven't met a lot of the parents, so this is ~~the~~ first time, so I like that idea. It's a good idea to talk about the writing program, as some parents may question what we're doing. It's important to the kids, and they are excited about showing their room and school [to their parents]. I'm not looking forward to it, as in the past parents expect a report on their child, and I don't know enough [about them] and there's not enough time to meet individuals and talk like that. I feel relaxed, at ease. It's part of the job.

In passing, Isabel Adair tells me that "you'll get the whole story tomorrow."

I asked Alf Little about his thoughts before and after the Social Studies In-Service session that we both attended yesterday. He says that "my expectations were of getting an overview of what is new. I was looking forward to it." Then he says

> At the meeting what I was hearing was new but not new. The new thing that I gathered was that [the 1981 Alberta Social Studies Curriculum] was a lot more organized. The meeting was quite disorganized. That could have been a function of the two consultants being new, and, as new, not really well organized. I felt that the subject matter was presented fairly well, but

> there was no organizational follow-through. They started with an issue, but I don't think that I really found out or discovered the answer, although we inquired about it a lot. I don't think that there was any resolution. What I took away [from the session] is that it's all in the Curriculum guide book and there you have it. I was expecting more in the way of orienting teachers to the Curriculum, rather than how to orient students to the Curriculum. As a teacher you have to feel comfortable with material before you are able to present it in a meaningful way to the students. As a result I will sit down and read the [Curriculum] guide book. I have skimmed it, but it will probably jell when I'm planning my year book. I'll get something more in-depth than I have.

It seemed to Alf that other teachers (at the In-Service

session)

> weren't very enthusiastic, possibly because Social Studies has altered so frequently. This is the third change for me in eight years. You hardly get a handle and then you have to change, so it's a task for the teacher to keep abreast, as in the case of other subject areas as well.

Alf

> didn't think much about the apologies [about the 1981 Alberta Social Studies Curriculum] as these were School Board consultants. As the Curriculum is from the Alberta Government it would have been better for the Alberta [Education] developers to present the In-Service. It is difficult if we write something down, to get someone else to teach it. You need to get involved in it at first-hand. It was really cold when I went outside, as I had left my coat in the car. I was probably expecting more than there was. It will probably be better at the topic In-Service sessions and the System P.D. [Professional Development] day. I'm more confident and happy, concerning the Inquiry Approach [to teaching Social Studies]. Since I started teaching Social Studies I can't see it being taught any other way. Being there [at the In-Service session yesterday] will have no effect on the way I'll teach Social Studies. I'll continue what I've been doing, heavy on the research skills, process approach rather than on product.

Teacher Reflections on Meet the Teacher Night

As the evening was winding down, Alf and Peter sat together in the staffroom, as they had no classroom teacher responsibilities. They discussed with me their reflections on the event of Meet the

Teacher. Peter said that

> I liked Janeen's approach [in the gymnasium], remembering that when I was young, children were never invited. I think the children enjoyed it. Janeen's approach was honest and forthright, not formal, sincere and it comes across as easy and relaxed. I think the parents feel this. Janeen speaks as a mother, a woman, as well as principal, and so all can relate [to her].

Peter had been excited before the plenary session in the gymnasium

> with good, good feelings, and I think the parents felt pleased, with a feeling of goodness and pride, and the children felt proud, too. The room was transformed. There was so much difference because the children were allowed to bring parents. The children were able to be proud of their own work [in the classrooms], as the teacher had thought that it was good enough to put on display, so it was professional work.

Alf said that he agreed with everything that was said during the plenary session. He said that "I exceptionally liked the fact that Janeen told [the parents], but she educated them [too], made them more aware of how to help their children and [how to] work together [with the school]." Alf thought that the children were proud of the school even before this event. He thinks that the "whole idea [of Meet the Teacher Night] was for parents to learn, for teachers to see the family backgrounds [of their students] and for parents to get to know the teachers." Alf's expectations for the evening "were lower, especially of the talk of Janeen." He was surprised that Janeen was "so informal, vibrant, just like in staff meetings. I was glad Janeen was as she is, including explaining her idealism." Peter adds to this discussion at this point that "the excitement level zoomed, way better than I thought." Alf had wanted to meet the children's parents, and he saw six or seven of them, and he saw how they related to the children in matters of "closeness and how disciplined." He found it "interesting that some parents are friends of parents with children in the same class."

Soon afterwards several other teachers (Pat, Sid, Laura) enter the staffroom to relax with a cup of coffee. Janeen and her daughter, Nadine, join them. Pat says to everyone: "it's no wonder that you people enjoy working here, the parents are just marvellous." Pat was really proud of his students, especially as they introduced their parents to him in the way he had taught them. Laura had done the same with her students. Janeen was very pleased that students from each class had used the techniques that they had been taught. Pat says that "children enjoy introducing," adding that "my room was packed [with parents and children]." Peter says that he thinks that it was a good idea to have the children introduce their parents to their teachers. He asks, generally, "Did we serve coffee [to parents] last year?" Laura tells him that coffee was served to parents last year, and that Margaret Brown organized it. Janeen says that "Margaret ran the school." Laura, Pat and Peter leave to go to Pedro's for a drink, and Janeen takes Nadine home. The others disperse quickly.

Thursday, 24th September, 1981

Last night's "Meet the Teacher Night" has left Laura feeling "tired and drained today." She says that the evening "worked out well," with seventy five percent of her students attending with a parent or an aunt. She says that many of the parents of her students who attended last night are young, with their first child in her Grade One class. Laura says that "the parents were surprised with what was happening, and they wanted a rundown on the program, so I missed two parents. It was all very involved, they all wanted my time."

Laura thinks that the parents were happy, and the children were excited and pleased, showing off different items in the classrooms. Only one or two of the students introduced their parents to their friends' parents, but all of her students gave their parents a very good and proper introduction to Laura. Laura felt that most of the children were tired, as it was late and they were excited. She says that her students are quieter and more co-operative today. She's glad that the Meet the Teacher Night is over. Laura thinks that "parents reflect their children's personalities. They seemed to want to keep my attention, as their children do. I suppose that it went over fairly well, with both parents and children proud and pleased." Early on in the program, Laura said, she was very nervous, when all of the parents arrived at 7:00 p.m., but she thinks that the parents probably felt nervous, too. Laura says that "the evening was pretty well enjoyable, but after a night like that, I don't feel like coming back to school the next day. It would be nice [to have it] on Friday."

Alf Little says that he really enjoyed the Meet the Teacher Night. He says that

> I didn't feel at a loss as numerous students dragged their parents to meet me, mainly to the Library and some to Room Twelve. It was enjoyable and the parents had a lot of things to say, but it was a bit artificial. I met parents who are keen and interested, and it is nice to have those parents give the teacher a sense of worth that you're doing a good job. I enjoyed it all, and didn't mind being put on the spot.

Alf tells me that he's not really shy, just quiet. He says that "many people, including me, are shy early on, but being responded to by large groups takes away shyness. I was beat and went straight home. I hadn't had much sleep the night before. I feel good now after a good sleep."

In a hasty comment as she leaves the staffroom, Elaine says that "I'm tired, but I was pleased last night." Isabel says that she has a good, positive feeling. She received

> positive feedback from parents, so that's very good. It's the first time that parents have said things like they're 'really pleased with the number of parents who were pleased with the amount of work coming home,' and there were those who said how much their children were enjoying school.

According to Karen Fontaine, after initial panic, everything ran very smoothly. She says that she "nearly boiled, as the thermometer was up to 90°." She says that "quite a few mothers (I mean, parents) more than usual said that their children enjoyed school, quite spontaneously. The fathers of half of the class turned up." Alf breaks in to Karen's comments to say that Nita's dad (Nita is in Karen's class) was supposed to work but decided, said Nita, "to come with me last night." Karen took the opportunity to ask one mother if her daughter, a student in Karen's class, was called Nila or Nala ("it's Nala"). One problem occurred in Karen's class, as

> one child was showing his father [his work] and the father always said that that was baby work. I didn't want to tackle him, but I woke up in the night, worried by it—the child's face just dropped. The boy showed his father his clay face, and the father said, 'why didn't you do something different?' The child replied 'we all did the same as we were shown.' The father responded by saying "well, I'm sure that you could have done something better.' The mother wasn't the same, and the boy is the sweetest child.

Karen mentioned that Alf had used the Magic Circle sharing technique in her class, and "this boy, Richard, had said [in the Magic Circle session] that he gets good feelings 'when discussing with my parents and riding my motor boke.' He was stilted and formal, and nervously playing with his hands." Overall, Karen enjoyed meeting the parents, as they were very friendly and wanting to help. Two of the parents had offered her a ride home, having heard of her husband, Norm's, heart attack.

Pat White says that the Meet the Teacher Night was "better than anticipated, although I was looking forward to it." Pat plans to follow up the evening with a "curriculum grade meeting in the second week of October." He will talk to the parents as a group about his class program and his expectations, with a discussion about discipline and homework. He says he "could have killed some kids in the gym [last night]. I was embarrassed for Janeen, but otherwise enjoyed the evening." The community of Mimosa school surprised Pat, in the types of people who came to the Meet the Teacher Night. Pat

> expected more older parents, and more professional-type parents. There were some professionals, but mainly workers, interested that their children be happy first, and then that they succeed. I'm not sure if that's a projection from the school, or vice versa. They comment that they're so happy this year, and then ask if they are doing well. They're very nice people. I was disappointed that the parents of four new students didn't show up; outside that, I think I saw everyone.

Pat implied that professional people would have reversed the order of comments about happiness and success, by referring to parents of two students, an architect and his wife, and a nurse, who had come to see Pat earlier in the day, and they had reversed the order (in Pat's view). Pat said that "professionals as parents follow a professional sequence."

Sid moves over to the bulletin board to check yesterday's daily staff memo, and Janeen says "guess who didn't get to it?" Sid says he thinks that a lot of people have felt slack this afternoon. Janeen, in response to Julie's comment about the lunch for the upcoming staff meeting, tells Alf about "the role of the kitchen rosterer to prepare lunch plans for staff meetings." Alf asks Pat if he's volunteering, and Pat replies that he is if it is after payday. Pat says that he and Natalie will do it (Natalie is not in the room), that Grade Four will do it. Alf comments on Pat volunteering Natalie's services in her absence.

Last night's Meet the Teacher Night went quite well for Sid. The new approach that he and Henry used (of presenting the parents as a group with their program plans) provided

> a good overview and the parents were interested. I felt that it was complete, and I wasn't stuck with one set of parents. I thought that it was nice that parents were really interested. In meeting the parents I got a little bit of help in understanding the children, but that mainly happens at the parent interviews [later in the school year].

Henry believes that for Grade Six the Meet the Teacher Night was quite worthwhile, as "the parents got something." He says that he "met those who were here and said hello. The half who didn't turn up have children who are problems, but that's par for the course. For the children doing well, two thirds of the parents turned up and vice versa." Henry says that "no one cornered me to ask for a report, as it is early in the term. It is so good to have [the Meet the Teacher Night] early in the [school] year. It is effective in terms of its limited goal of parents meeting the teachers." Henry was told last night about a student for whom the parent is seeking speech therapy. Henry wasn't aware of this situation, but now he will "put on a program" for that student, although the student has "only a moderate speech problem." Henry thinks that the parents "enjoyed being shown resources and going through programs and displays" last night. Henry says that the presentation of resources, programs and displays that he and Sid showed the parents was much better than the parents "sitting around and chewing the fat [engaging in small talk] for forty five minutes." Henry says that he doesn't like talking to parents about specific students with others listening, and "that does happen if you don't have a presentation." As he is talking to me, Henry helps Sid with a slide projector that is not operating properly. Henry tells me that he had parents present last night representing thirteen of the twenty three students in his class. He says

> That's pretty good for Grade Six. By Grade Six parental interest is waning. I'm not worried and don't take it as a slap in the face if parents of good students don't come, but I feel that parents of problem students are missing an opportunity. I expect to keep up my visits to my own child's teachers right through school.

For Julie, last night's Meet the Teacher Night

> was great, and I felt really good after it. I was able to connect the children to something else that's real. I felt that the parents felt very pleased, so I felt good. I felt in a sense that it was bad that it wasn't a bit longer, but maybe there's never enough time. Some kids behaved very badly with their parents there. Their parents should have disciplined them. For example, while I was talking to parents, children were hitting each other, hitting the mobile, throwing cushions. I've never seen it before, quite destructive, including a torn cushion. The parents just looked and smiled and kept on talking. The parents didn't even speak to the children later. I really wondered about it.

On overhearing our conversation, Tracey mentions about her children damaging the centres in her kindergarten room, as their parents watched them. Pat said to Tracey: "Do they do this all of the time?" Tracey replied "I wouldn't be here if it were." Julie said that the mother of "the cushion-tearer made the child apologize, but didn't really speak to the child much."

Debbie comes into the staff room to remind Pat about a swap in supervision duty, that they had arranged, but which Pat had forgotten. However, Debbie says that she's finished her other work, so she will do the supervision duty. Debbie asks Pat for time soon to talk to his class about soccer. Cathy, the student teacher with Isabel, asks Janeen how she can resolve her present dilemma that she is expected to attend a student teacher meeting at the University at the same time as the Mimosa School staff meeting is being held. Karen says that she (Karen) needs to be at the staff meeting (she's also expected at the student teacher meeting at the University with her student teacher, Adele), so they decide to continue thinking about what to do.

As she returns from having lunch at home, Barbara adds her reflections of the Meet the Teacher Night of last evening. She says

> It's a relief that it's over. It gave me a good feeling, and I enjoyed meeting the parents. There was a good turnout, but nothing happened out of the ordinary. I was pleased that all of the new students' parents showed up. Most of the 'oldies' who didn't come have met me before. I'm not feeling verbal today.

As she was preparing to leave the staffroom, Julie volunteered an extra comment of her reflections on last evening's Meet the Teacher Night. She says that

> after a night like last night I think that I feel more responsible, more aware of needs, as I have met someone else who cares how the children do. In other words, maybe more often this happens in the informal situation, so it's a great idea at the beginning of the year.

Natalie tells me that she's busy preparing a test for her students, so she'll see me at afternoon recess to talk about last night. I asked Janeen if she has two minutes to talk to me (about last night) this afternoon and she says that she has just two minutes.

Diane says that for her the Meet the Teacher Night was very good, although there was not enough time. She says that she had a very good talk with the father of a problem child, having previously talked to the father by phone. She had been tired before the evening started as she had gone home after school, returning for the session in the evening. She says that "when it was over it felt good to have met a few of those parents that I wanted to meet. Then I went to a lounge and had a few drinks with some of the teachers and went home, then came back here this morning and felt that I'd never left." Jack Sillar had said as I entered the school today that he had "fixed everything from last night."

Debbie Reynolds comes through to the staffroom, having spent most of the lunch hour in the gymnasium. Janeen mentions about both herself and Debbie being very busy today. Debbie tells Janeen that she met four young fellows at lunch time that "I'd be after if I was in Grade Twelve [High School students helping with the skills program in the gymnasium]." Then Janeen and Debbie talk about a particular boy misbehaving (bullying) in the playground during recess periods. As they talk, Natalie rushes through the staffroom, towards her classroom, having photocopied the test that she's prepared for her students. Debbie tells Janeen that she is still dealing with the problem (of bullying in the playground), having spoken to the boys concerned. Janeen says to let the boys know that she (Janeen) says that they're not to play in that particular area of the playground. Debbie says that she'll tell them that "it's their last warning, and then no recess [for them]." Debbie asks Janeen about Richard Ryan in Grade Six, and Janeen tells Debbie about the boy's emotional problems. Janeen suggests that Richard just sit near her office during recess periods. Janeen says that she will suggest to Richard that he should apologize to Debbie, as he hasn't done so yet.

After most of the staff had left the staffroom to be with their classes, Debbie sat down to have her lunch as Alf was teaching her class in Social Studies. Debbie asks Joy how she should use the microwave oven to heat up her sandwich. Joy tells me that she is busy and tired, and she is "still running off handouts for parents." Janeen asks me if I would "be available to take staff sessions [in professional development]." I suggested that I would be very happy to do so, after collecting all of the data for my research. Debbie tells me that she enjoyed her participation in the Meet the Teacher Night, although she hadn't been feeling well before it started. She says

> It was kind of nice. I always enjoy meeting parents, to find out who the parent is behind the child, the background of the child and whether the child has the support of the parent, and [whether] the teacher has the parents' support.

Debbie says that she is "feeling really tired, but I'm not sure why." She also asks me what I thought of the Meet the Teacher Night.

During the afternoon recess Natalie brought her coffee to the table where I was sitting so that she could give me her reflections of the Meet the Teacher Night. Natalie says that there was a

> fair percent turnout, but I was disappointed as I thought it would be higher. So I found it a little long to spend in the classroom, but I did enjoy it. It was tiring, and I was tired before it started. I felt anxious and tense, although looking forward to it. I don't think that [my anxiety and tenseness] came across to the parents. When it was finished I felt relaxed, 'whew.'

Natalie says that this morning "I told the children who were apologizing for their parents' absence [last night] that it was up to them." She thinks that the Meet the Teacher Night is useful, as

> the parents realize that they're welcome, and they see the day environment for their children. That's important for adults. It also breaks the ice for [later] formal interviews, and gives some idea of what the parents are like.

Natalie says that she's been "tired since the start of teaching this year, anxious about plans, feeling that I'm behind others and my own expectations."

Before the recess period finished I had the opportunity to talk with Elaine as we sat on the lounge. She talked about her career plans and says that she hates the winter here and her family has been here since 1966. They came from Camden, Ontario, and Elaine says emphatically that "I will return there if a job is available, but it is a depressed area, and there are only three elementary schools, but I'll apply next year." I note that Elaine gives the impression of being out of place in this staff, as she's different from the rest. Her thinking, not just about school, and her family background have produced certain beliefs and values and practices.

Friday, 25th September, 1981

Sid is wondering what film to show his patrol group (one of his extra-class responsibilities, to train and supervise the patrol group, which patrols several street crossings at set times, to provide greater safety for the children of Mimosa School). Sid is always thinking of some part of his commitment to school, throughout the school day. He says he doesn't tune out, even during recess.

Sid talked about his views on his own position in teaching. He doesn't see himself as remaining in Elementary schools, but continuing long-term in education. He wants to teach Junior High and High School, being especially interested in teaching Biology. He feels that he would need to take junior courses at the University in Physics and Chemistry to allow him to teach in High Schools.

Sid sees Elementary teaching, with its holistic view of schooling, as an excellent base for teaching older children.

Pat and Janeen talked together in the staffroom, when Pat's class was in the Music Room next door with Peter Spence. The topic of conversation is a problem child, David, in Pat's class. Pat tells Janeen to go and see him in the Music Room (describing him in detail, so Janeen will know which child is David). Pat also tells Janeen "give him attention, Janeen, and get to know him, and touch him—he needs a woman's touch. Give me two weeks to get to him, and then he'll be ready for you." (Janeen says to let her know when it's the right time.)

Janeen leaves to go into the Music Room, and Pat returns to reading work handed in by his children. He comments to me: "Children love to read comments, they enjoy reading comments. They need practice in it, God only knows."

Obviously Pat's mind is still on David as a problem, for he continues by saying to me: "In thinking about children such as David, what they'll be like in fifteen years' [time], some you can tell by looking, others have just a fifty-fifty shot."

Janeen returned from the Music Room, telling Pat that it was easy to find David (and Trevor) as they were misbehaving together. Pat said to Janeen: "I told you, Janeen, that I'd been told by Peter after each Music session that all was okay. Do you think it would upset Peter if I went into the room to try to improve behavior?" Janeen said "No," it wouldn't upset Peter, and encouraged Pat to go in to try and improve the situation. Pat kept talking about what he was doing with David and Trevor in Class, and how little a problem they were.

Monday, 28th September, 1981

Janeen viewed the Meet the Teacher Night, held in the school gymnasium (Appendix J) as a social evening, not as productive for her as it was for the teachers. It was another situation for her to provide leadership, in the organization if it, the planning. She thought that if it wasn't planned, then probably there would not be the same enthusiasm, but then she's not sure. With a laugh she says: "We might try that next year!"

Janeen stated that the assembly of parents (and children) at the commencement of the Meet the Teacher Night was held in the gymnasium for technical reasons. By having the assembly in the gym, everyone was toget[illegible]nd there could be a group dismissal to the classrooms. Janeen believed that it was important for parents to see the teachers as a staff, to give some type of global feeling, and to be given general and current information. The assembly gave the parents a few minutes to observe Janeen, as principal, as the point of approach to the school. Janeen felt proud with the teachers lined up, especially so she said, "the fellows looking very sharp";

she was pleased that there was one extra teacher to be introduced to the parents this year, as this represented prosperity. Janeen had been determined to do a good job "even as a teacher I would have done so—it's not good to try and speak to a large group with interruptions like that; you really can't communicate." Janeen was referring here to her stopping of the program, by using her authority, to insist that several children remain quiet while she was speaking.

Janeen is very conscious of her role as principal, as shown by her reflections on the Meet the Teacher Night. During the same conversation she said that she had been asked to go to Central Office to help prepare a questionnaire to find out why so few administrators are on the local Administrators' Committee. Janeen believes that principals have recently been given more responsibility and authority, and she thinks that if this Administrators' Committee becomes more political, more interest and involvement will be engendered. Until now, the Committee has been seen as a Professional Development group, bringing in professional administrators.

When Janeen had been asked about this position on the Committee she didn't feel qualified, the same feeling that she had experienced at the first meeting that she attended. Her concerns were that she was lacking in knowledge and background, she had chopped and changed jobs, she had family responsibilities, and had not been very much involved with the A.T.A. (Alberta Teachers' Association, the teachers' professional organization). She expressed these concerns to the Chairperson of the Committee when she was approached about joining it, but the Chairperson responded by saying that she had a rich background to bring to the Committee. She has now been involved with the Administrators' Committee for two years. She believes that this Committee could be useful, but thinks that its role is not communicated sufficiently, as many principals whom she meets don't know its purposes and possibilities.

As Janeen concludes this discussion, Karen Fontaine enters the staffroom to tell us about a "ghoulish ghost story" as told by one of the boys in her class, "a nasty little twirp." Karen apparently sees the need to provide the context of her comments, so she says of this boy, without mentioning his name: "He's quiet, and he's been absent sick for four days already; you never know what's in their heads."

Karen continues by saying that stories of ghosts and suchlike are much more prominent than ten years ago, probably due to movies and television. She says that these types of stories (ghosts) followed the boom in horror films.

- - - - - -

It was at this stage of the school year (28th September) that I wrote in my notes: "I need to reflect on what information will be most valuable—I feel accepted by the staff, and can now go on to Social Studies specifically, still picking up general information in passing."

As I wrote the above reflection at my staffroom position, Alf Little came into the staffroom, saying that he's a harried individual, and that is not all to do with his role here at school. However, he finds it frustrating to start many things and not be able to finish them. (He is referring here to his several roles at the school—counsellor, librarian, Grade Five Social Studies teacher.)

Alf links his comments about his frustrations in his role at the school with the statement: "I believe that there should be a compulsory course in parenting before pregnancy."

This is in reponse to the many problem children that he encounters, and although he exhibits much patience, the multifarious nature of his role at the school, and its attendant pressures, has affected his sense of equanimity—hence his comment about parenting, as he relates the children's problems to the home environments.

Tuesday, 29th September, 1981

Janeen continues to "drop by" the staffroom to chat on different topics, mostly related to the school. Today's theme is related to her expectations of teachers. Janeen says that she recognizes that not all teachers are like herself, that is "work-horses."

Janeen spoke about Peter Spence's role at the Division I staff meeting that was held during the noon hour today about teachers' use of the Torbe Grid (checking system of children's writing). She says that she didn't see interaction by eye contact, and wasn't sure that the teachers understood, so in future she'll probably chair such sessions and ask Peter to "add his bit." She likes to make sure that everyone understands. According to Janeen, Peter is "quiet and shy, and not confident." I had assumed similarly, as I had noticed at that meeting that he deferred several times to Janeen, and to Jennifer Morgan, a Language Arts consultant with the School Board, who had been invited by Janeen to help to advise the staff on the use of the Torbe Grid.

Janeen continues to talk about her ideas that she's been propagating since coming to Mimosa School, concerning files and checklists. Some teachers, such as Natalie Yates, have been using her ideas but "now is the time to lay it out plainly," so that is why she said (at the Division I noon meeting) that she wants it started immediately and why she described how she wanted it to be done.

Janeen referred in her talk to relationships that she has with teachers (individually). This reference to particular teachers related to her thoughts about teachers' reactions to the noon meeting. Janeen feels that Laura needs encouragement, and so Janeen often gives her re-assurance. Laura will ask for help when unsure, so in a sense Janeen is trying to prevent problems by checking that all is understood. Isabel Adair won't necessarily ask questions although Janeen feels that Isabel is now free with her and happy to ask or comment. Janeen mentions that she has a similar, though slightly different relationship with Julie O'Shea, to that which she has with Laura, whom she described as a personal friend.

(When Janeen left to go to her office, I reflected that "Janeen seemed to want to talk about relationships that she has with teachers, and that could have an important impact on this study.")

- - - - - -

Barbara Benton sits down at the table where I'm writing, bemoaning her inability to find certain teaching resources in her room. She explains that "in June I just throw everything into cupboards in the rush to get everything done and then I can't find it in September."

- - - - - -

When most of the teachers arrive to have their lunch in the staffroom Barbara (as A.T.A. School Representative) speaks to the teachers about the A.T.A. Council meeting, which she'll attend as their representative the next evening, and about the meeting for all teachers at the Jubilee Auditorium on Sunday afternoon. She wants to be able to reflect accurately their views at the Council meeting, and she also wants to encourage all teachers to attend the larger meeting, as she believes that all should participate in matters that affect all of them. Barbara believes that the Executive of the A.T.A., representing teachers, should be "set straight" as to the teachers' views on "additions, deletions and support for negotiations in the salary case" in which the teachers are asking for a twenty percent increase (for one year). Pat says that "we should go for twenty percent, because of inflation," while Tracey Dent says "it's a lot of money" and wonders whether they'll (employers) "buy it." Karen, Diane and Barbara feel that the teachers will probably "go for twenty percent, but don't expect too much" (Karen).

As Barbara leaves, several teachers continue to discuss the issue in different parts of the staffroom, but Karen and Diane immediately change topics to talk together about the new school report card. They are part of a committee with the task of developing a report card which reflects the staff's ideas of what is important and desirable for parents to know.

When Karen is called to the General Office, Diane talks to me about being relaxed in teaching. She says that although she is consciously trying to relax, she is not a relaxed person.

Several other conversations are in progress, as I particularly notice when Diane leaves to go to her room. Janeen and Joy are discussing the situation of numbers of children that have enrolled. They have been concerned since the start of the school year that it doesn't appear that the level of enrolment will support the budget that had been approved last year, based on an enrolment of three hundred and two students.

- - - - - -

Laura, sitting at the next table, is marking some handwriting of her Grade One students. She shows me a sample and says: "I'm just expecting them to try, not to be able to master it."

- - - - - -

On a lounge Natalie and Pat are talking about a proposed nature walk for their two Grade Four classes. The nature walk is Natalie's idea, so Pat asked her how it fits in with the unit they're doing. Natalie answers by saying that "It fits in with Social Studies, and with exploration, and with hiking; and for collecting materials, including something natural, for Science, Reading and Social Studies."

Pat says it fits in with his Art (collecting things) and also suggests that it will probably fit in with Science as well, in the area of temperature. Natalie thinks that it may also fit in with her later unit in Science (on temperature). She then asks Pat about getting children into groups and so they continue discussing the organization of the field trip.

- - - - - -

During the afternoon both Pat and Alf are in the staffroom, as Pat's class is at Music and Alf has just completed a counselling session with a child. Alf tells Pat that he's lucky to have an enclosed classroom. Pat replies that he misses his open space of his previous school. Alf talks about Debbie's class, as he teaches them in Social Studies, mentioning that he is encountering behaviour problems in discussion sessions. He thinks he should speak to Debbie about how she uses discipline with the class, as he feels that there are several difficult children in the class. Pat tells Alf that you have to give a God-given set of rules until the children internalize a bit. He thinks that the teacher has to make such judgments. In response to Pat asking him how the class is grouped, Alf says that the children are in pairs, so Pat suggests putting them in groups of three. Alf says that the whole class is not working well together. Pat says: "Does that mean productively?" Alf replies: "Yes, they don't get much done." Pat continues by stating: "I'm going to have a mutiny on my hands by Christmas, but I'm going to change where everyone sits this Friday, to confuse them."

Impressions of P.D. Day

Diane tells me that she

> liked the Social Studies session of the P.D. better than any previously [on Social Studies]. The instructor presented good ideas from another teacher. I was intearested in what teachers wanted to know. She [the consultant presenting this session] is a teacher and could relate to it.

The example that was used by the instructor had

> simplified the inquiry approach, in Grade Two Language, so if you're using the student booklets you could use them.

> [The instructor] went through resources, especially what is not at Mimosa, including some good story books. [Later] I found out that we're well equipped at Mimosa in Social Studies. Basically [we were given] a lecture on the types of things best dealt with in that manner, especially in half a day. I would have liked more time for looking at materials, as there were many good things there. I really liked Topic A, when you compare it with the Kanata Kit and the unit we have already. The new one [Topic A] explains the inquiry process as you go along. It certainly will help me, and I'm looking forward to trying it next year.

Diane

> didn't like the idea of Topic A being presented now, as I have already been doing it. It would be better at the start or end, but it's good to be exposed to it. We were given some addresses for 'freebies' and [the instructor] talked about the cost of materials that she presented. The timing [of Topic A] was poor, but [that was] better than not at all.

The instructor had said that some were doing Topic A after Christmas, but Diane "and the instructor believe that [the curriculum] really is sequential. The instructor was an enthusiastic speaker, and I think that both the speaker and the audience really enjoyed the session." Diane tells me also that she is not used to sitting for long periods. She thinks that "the people in the room understood the inquiry approach, and enjoyed it, according to the coffee-break talk. People seemed to need it. I sensed that they liked it."

Diane says that she also enjoyed the afternoon P.D. session, and she'll "be interested to see what will happen to the task cards. I wonder at the impact of them. It would be better if they use our ideas. I like that sort of thing." In general reflection of the P.D. day, Diane says "I enjoyed the morning session more, as I could come away and use what I had learnt. However, the afternoon session was good, as you never have time to do that sort of thing and it's useful to think through it."

Wednesday, 30th September, 1981

Pat thinks that Mimosa School is very poorly organized for new teachers, especially for the only new classroom teacher (himself) this year. He says that there is no centralization of planning or resources, and the Science Room could be so good but it is not organised at all.

Referring to Social Studies, Pat says he'll probably have his long-range plans ready by the end of next week. He has already planned up to the end of February, but was told by some fellow staff members that he shouldn't finish it till they see if there are to be any staff changes, which he thinks should be known by the end of September. He says that he likes to get things like that done.

(It seems intriguing that Pat is acting as a neophyte in being influenced by other teachers. He appears to be very confident, but does the real Pat White look for support within the setting? What effect do others have on his decision making?)

- - - - - -

Janeen is at a principals' meeting all afternoon, and Joy and Terri are working very well together preparing notices to be sent to parents. They seem to have a close personal relationship, as they talk to each other about whatever they're thinking. The notices that they are collecting are to be handed out to the students today, and Joy and Terri are very pleased to be finishing them. Joy tells me, with obvious delight, and she says that Janeen is very pleased that enrolment is three hundred and two, exactly as for the predicted budget. Joy telephoned the results to Central Office, and then rang the school from which the last two students had come, to request the required cumulative cards. The secretary at that school told Joy that they weren't aware that the students had left, so Joy said that the students would be taken from that school's enrolment, by computer, and given to "my school." Joy says she doesn't know why that should affect her (Terri suggests it's so she can run off two more notices to parents), but she said she was pleased, because of her loyalty to the school.

As I returned to the staffroom, I asked Pat if he knew about the enrolment situation. He said he didn't know, although he had received another girl in his class the day before, and upon being told that the enrolment was that projected in the budget, he didn't seem to be at all interested, as if it didn't concern him.

(Quite a few staff members, but particularly Janeen and Joy, had been rather anxious as it had appeared that they would be forced to work on a lower budget because enrolment was down from that predicted. This day, 30th September, was the final day on which enrolment was taken into account for budget purposes.)

- - - - - -

Natalie and Julie arrive back at school after having had lunch together at a local shopping centre. Almost immediately upon their arrival in the staffroom, Julie said: "Ah well, it looks as if it's back [here] and straight into class . . . See ya, Nat . . . and the rest."

Natalie asks Barbara if she can speak privately to her, as she wants some advice, so they go out into the hallway together.

Barbara returns later, as her class is at Music, and she is bubbling all over, looking very pleased after coming back from giving advice to Natalie. She seemed really pleased that Natalie had asked to speak to her privately, for advice, in front of several others. This fits in with her attitude this year, including her volunteering for acting for Janeen when Janeen is absent. I have noticed a distinct change in Barbara this year. She's much more aggressive and seeking to lead. At this point I reflected that I must ask her what her aspirations are as far as promotion is concerned, as I remembered that last (school) year she told me that she only wanted to remain a classroom teacher.

Thursday, 1st October, 1981

Several teachers are relaxing in the staffroom, with several conversations in progress. Diane and Natalie are sitting together, sometimes conversing, at other times sitting quietly. Natalie says that she always feels worn out after a session in the gym with her class, especially as she needs to raise her voice to give instructions. She talks about wearing herself out, psychologically, as she constantly thinks about the problems in teaching and what she should do about them.

- - - - - -

Karen had been working before recess with a Social Studies chart, and she said that her next unit will not start till the end of the month, but that causes a problem, as the next unit is for six weeks, and she always likes to do the Christmas unit on "Christmas Around the World," so she'll have to think that one through. However, she said that she's happy for me to tape-record her introductory lesson and to observe at different stages throughout the unit.

- - - - - -

Isabel and Laura have arrived back at school from a field trip to the city's Animal Shelter. They are drinking coffee, and smoking, in an effort to recover from the day's outing and its attendant pressures, different and therefore more tiring than normal days in the classroom. Isabel tells me that the field trip fits in with their present Language Arts unit, in which a young girl obtains a dog from an Animal Shelter. Isabel finds trips very tiring, as the children are very excited. The teachers had plenty of help from parents on this field trip, with three parents for each class.

Isabel tells Laura that she's never been on a noisier trip, with the boys being particularly noisy, creating a great hassle. Laura thought her children were well behaved. She says that she "sat" on one boy as soon as he misbehaved. Isabel says that that was good. Laura mentions that one of her "parents" was excellent, leading Isabel to say that she (parent) needs to be invited on other trips. Today is the first time that I've seen Isabel smoking; she says it helps her to relax after such experiences.

According to Laura, the two films shown at the Animal Shelter were boring, but the children in both classes were quiet. Laura says that she doesn't want to go on another field trip for quite a while. Isabel concurs, adding that for her it will not be for a "long while." She didn't expect to have so many problems; she only expected to have to speak to children once or twice.

Terri enters the staffroom and asks Isabel and Laura how the field trip went. Laura responds by saying "Doesn't Isabel smoking tell you?"

Laura and Isabel then discussed many individual children in each class, and their observations and thoughts about them. They also thought that the program at the Animal Shelter could have allowed more time with the animals, as they were sad and needed to be cuddled. Laura reiterates that she was bored by the program, and she thinks that the children were, too. She says that her children were quieter on the return bus trip, especially one child who went to sleep. Isabel believes that her children were extra boisterous on the way back to school. According to Isabel, one of Laura's children (Dawn) behaved very badly, which surprised Isabel, as she thought that Dawn was normally very well behaved. Laura responded by saying that Dawn is like that with others, but good by herself. Laura said that if she had been the bus driver, she would have pulled over to the side of the road and not moved till the noise stopped. The bus driver's method of dealing with the situation, of speaking and shouting, was, according to Isabel, very effective.

One of the parent helpers on the field trip, Jane Patton (co-ordinator of the school's lunch program) walked into the staffroom, and asked Laura and Isabel about future field trips. She is very keen to be involved in other field trips, especially, she says, with that lady bus driver, who "got out the whip." Jane saw her as an "excellent helper" on the trip. (Jane Patton was the parent referred to earlier, whom both Laura and Isabel thought was particularly helpful.)

In withdrawing from the discussion of the field trip, Isabel said that she really had a good morning (at school), so she supposes that she couldn't really expect to have a good afternoon. As Laura and Pat offer to give Isabel their donations for the Teachers' Benevolent Fund (one of Isabel's responsibilities), Isabel says she's too tired to rise from her chair, so they'll have to bring it over to her. They do so, with some jocularity.

- - - - - -

As he quite often does, Pat speaks to everyone in general in the staffroom, saying that his students haven't reached a "nice" level yet. He says he's trying to lift his noise tolerance level. His previous school was evaluated last year and he was told his class was too quiet, including during Physical Education lessons. The school evaluation involved, among others, many consultants, people with little teaching experience and not yet in administrative positions. He doesn't think that they can advise with authority or finesse, but that they take such opportunities to collect everything they can. Pat says that the school evaluation was billed as "just short of the Second Coming," but concludes, as he so often does, by telling us that they were "very nice people."

Julie has been listening to Pat talking, and asks him about his time at school each day. He replies that he leaves school each day at about 6:00 p.m. Julie tells him that she tries to finish work at school, but can't; she has to work again after her child is in bed. Last year she taught part-time, so she planned a week ahead;

this past week, however, she's found that she could only keep up to date each day at a time.

Pat says that he can't work at home, and that he prepares his daily plans a month in advance. Julie thinks that such plans would need to be changed. Pat agrees, saying that he overestimated the abilities of his students. Julie thinks that it would put all of her other plans out if she planned too far ahead. Pat says he has all of October planned, and that sort of planning requires "five or six hours at a stretch." Julie thinks that Pat must be tired when he leaves school each day, but he says that he has the evenings to himself.

Friday, 2nd October, 1981

Henry's student teacher, Megan, is interested in teaching Grade Six about the Aztecs, one of the Alberta Education recommended Social Studies units. Henry says that he and Sid were intending to cover a unit on the Egyptians, so that they could work together, as they normally do, but that could be changed. He tells Megan that there are plenty of materials at the school on the Aztecs, a lot of structured material. His idea is that he will have started the unit by the time she arrives for her practice teaching session. Henry suggests that Megan should go ahead with her planning (she had started preparing a unit on the Aztecs as part of a course at the University), and he would like to help where possible. Megan asks about a book called "The Aztecs," and Henry tells her that she can borrow anything that they have at the school on the Aztecs.

Henry then mentions about material for the Language Arts unit starting on Monday on "Flight." He briefly shows Megan the section of the book, and she draws the implication that he follows the ideas in the book. Henry seems to accept her comment, but says that the work in this book is not mandatory, but rather extension work within the unit.

As Henry and Megan conclude their introductory and planning meeting, Henry says: "But for Social Studies—you know what to do?" Megan answers affirmatively, and Henry remarks in conclusion that for him, "the inquiry approach [to teaching Social Studies] is not a religious, one-way process."

A short time later Megan returned with Henry to his office and Henry spoke to her about his program and his expectations of student teachers—he was very frank and encouraging.

- - - - - -

Several teachers have commented about the planned social evening at the local brewery. Elaine said she wasn't going tonight, as she was going to rest, because she feels very tired. Henry is not going as his wife's mother is in hospital with complications, and he says that he and his family are not moving far from home. Barbara and Debbie will be there, but they both said that they couldn't arrive till 8:00 p.m., as with a family 6:30 p.m. is too early. They both feel that it is alright for those with no family, "those young ones."

When I asked Natalie about the start of her next Social Studies unit she seemed to be unusually pre-occupied and hassled. She's not sure when she's starting, but it will probably be early next week. Also, she's not sure whether she'll start with a field trip or a session in class. She seemed to suggest that a class session would be "the opener," and a field trip would be "the motivator." As we were talking she was called to the office, so it wasn't until the following Monday that I spoke to her again about the start of the unit. She wanted to apologize for her "shortness" of the previous Friday afternoon. She thinks that there's too much pressure on her at the moment, and she's not sure that she's handling it very well.

Monday, 5th October, 1981

Natalie says she's going on a field trip (a walk through a ravine nearby to collect natural and man-made materials) tomorrow if it is dry. The field trip relates particularly to Science and the environment but it also ties in with Social Studies. At present she's finishing a unit on mapping, so that her students understand basic symbols. As we talk (during the lunch hour) she is busy working on her preparation for a mapping lesson immediately after lunch, and she hopes to be in the staff room at recess.

After talking to Natalie, I reflected on the pressure that seems to be building among the staff, noting that I wasn't sure of the reason. One possible explanation is that the "high" of the start of the school year is settling down. It is also possible that the pressure is due to the need for long-range plans to be ready for their interviews with Janeen, and also the pressure of keeping up, and being seen to be keeping up, with other teachers. This keeping up with another appears to be particularly the case with Natalie, who sees Pat not as much as competition, as the standard by which to judge herself, and to whom she is being compared.

At the afternoon recess period Natalie joins me in the staffroom. I note that she seems to be flustered much more than I expected. She intends working with her husband on Social Studies planning (he teaches Grade Four at Belrose School). She said that she is heavily involved in non-school activities in the evenings (she appeared as if she were going to elucidate, but stopped short). She also mentioned the time and pressure of my study. In reply to my question seeking clarification, she said that she meant the pressure of observation. I reflected that she's not her "old self" who had said several times that she enjoyed others observing her teaching, as she believed that she was able to benefit. I suggested to her that I was happy to go through a later unit with her, but she said "No," to go ahead now (she said it was important for my study), and reiterated that the pressure was getting to her in several areas.

After the teachers leave the staffroom at the end of recess, Janeen sat down near me to have a cup of coffee and to relax. She makes the comment that she wants to feel that her work is "productive." She says that she is going to sort out the "coffee fund problem" before the staff meeting—I note that it is interesting to see her "decision-making." (The "Coffee fund problem" is to provide a policy of payment, so that non-users will not be penalised, although contributing something for social and professional visitors.)

I talked to several of the teachers about "going through" a Social Studies unit with them—Elaine Campbell, Laura Lanner, Julie O'Shea, Alf Little, Pat White and Henry Gonzo (see Appendix I). Henry said that he was very happy for me to "go through" his planning with him, to observe lessons and to gain his evaluation on the unit. He said: "That's no problem."

Barbara is starting her next unit at the beginning of November. She asks Henry some questions about resources in the school, for her unit, and tells him what she's been doing in her present unit in Social Studies.

Alf Little lights up his pipe as he sits down at a table adjacent to where I'm sitting and seems to speak in a sense of reflective introspection. He says that he sees himself in a unique position as Counsellor/Librarian. He hints as I listen without note-taking that "I don't know whether you want to take this down." He believes that by next spring he'll know by budget allocations whether or not he's been effective. By that he means that "if they [staff] want to cut library or counsellor time, I'll not have been successful; if they decide to increase it—success; or perhaps they'll be kind and decide to give me another year in my present role. This is a great challenge, something very new for me."

I noted that Alf Little was being a very useful informant, as a new teacher to the school, but particularly as he openly discusses his feelings and thoughts.

Alf continues by saying that he doesn't think that he's a very good Social Studies teacher, as he says: "I'm too straight down the line—I would have to explain my biases before starting. If I had my choice, I'd teach Math."

Tuesday, 6th October, 1981

During recess there is general chatter at separate tables. Natalie is still looking hassled, perhaps at the moment related to Pat's volunteering of her services for providing lunch at the next staff meeting: "Nat will do it."

From the end of the lunch period, at 1:15 p.m., till the start of the afternoon recess, at 2:15 p.m., Janeen sat beside me and talked. She's feeling relaxed today, having had a good sleep and having worked well this morning, achieving a lot. She remembers that yesterday involved a great deal of pressure. She should have left at 2:30 p.m., as she had intended, instead of 2:40 p.m., as a boy was sent to her, who has been sent to her, in trouble, every other week. She lost her cool, and told him to get out (of her office) and she doesn't want to see him again. She says that that was the first time that she's lost her cool, hoping that it didn't harm the boy, thinking perhaps that it did some good. However, if she reached the stage where she felt she was buckling under pressure, she'd get out of administration. She says she doesn't want to be the "[tyrant]," someone else can have that job. She tries to talk with children; if she'd had a strap in the office she'd probably have given it to this boy yesterday, so it was fortunate that there was none.

Janeen was very frank about a number of staff members, including Karen Fontaine. Karen had come into the staffroom earlier to collect a cup of coffee and had left abruptly (apparently as she realized that we were talking about staff). She returned later and asked if she could stay, in light of our continuing conversation.

Janeen said that Karen didn't need to leave, although she did speak more abstractly and finished her comments quickly. Then she mentioned about the time of her appointment to the position of Principal at Mimosa School and of the encouragement she received from Karen Fontaine and Margaret Brown (Margaret had retired the previous year after having been the "senior" teacher at Mimosa since its opening fourteen years earlier). They had told her that she should take the position. Janeen stated again (as she answered the phone, Joy having told her that she was going to the bank) that she believes that it is "so important to have encouragement like that when taking leadership."

Janeen mentions that she had only three months' experience in administration before becoming Acting Principal here, but now she's been in this position for more years (two and one half) than any previous position in education. She either changed because of change of residence, for a larger school, or due to changing job classification in Language Arts. Consulting, in Janeen's view, is much easier than administration, because you can do a "bang up job and enthuse people and you're right."

The phone rang for Janeen and as she answered it in the staffroom, Karen showed me the Grade Three series of tests of Alberta Education, which made Karen laugh, because of their inappropriateness. Janeen said to me that the Grade Six series was here, too; she hadn't looked at them yet. She likes to hand things straight on to Karen and then get feedback—she asks Karen if she could let her know what it's about and her reactions to it. Janeen mentions to me, when Karen has left, that although Karen has many strengths, she also has weaknesses, which Janeen said I would discover before the year is over.

The situation with Peter Spence is nagging at Janeen, as he is away again today on sick leave. Janeen is anxious about him and whether he's under too much pressure. She thinks that she can handle pressure, saying that she is not constrained by rules and regulations. It's obvious that Peter is having problems and Janeen talked with him for half a day last week, trying to help him, seeing if he felt that any problems at school were too big. He didn't think that that was the case, but Janeen is still not sure. She thinks that Peter has so much to offer and could be a huge asset if able to learn to cope with pressures. Janeen really wonders whether Peter can take the pressure of his role, and also thinks that other teachers are feeling the strain of his absences. This strain is related particularly to his role as resource teacher and that is a vital missing element when he's away, with teachers missing the opportunity for special assistance.

(I noted at this time that I thought that Janeen seemed to be over-reacting in this instance, as Peter has had only one day of sick leave, and his two days of in-service were accepted as part of his role development. Therefore, I assumed that Janeen knew more than she was divulging.)

Janeen mentioned several times throughout the conversation that she was observant, too, and was watching what was occurring.

The topic of teacher pressure had arisen when Janeen mentioned that she had had a noon meeting with Jennifer Morgan (Language Arts

Consultant), and Jennifer had referred to the School Board agenda which included a proposal to conduct research similar to what I'm doing at Mimosa, and Janeen said that was "pretty neat." I mentioned that I was thinking of asking for a grant, so that I could do more tape-recording (for transcribing) and perhaps video-tape with certain volunteer teachers. Janeen then suggested that a few teachers were feeling the pressures of the school year already and she felt that I had had very little, if any, negative reaction to my study, as a result, so she believes, of my keeping "a low profile." She also thinks that only some teachers could take the additional pressure.

Janeen thinks that one teacher (whom I later verified was Natalie) is under a great amount of pressure at the moment, but Janeen thinks that she goes through this stage each year, and Janeen has known her for several years. Janeen wonders whether Natalie should try something else and then come back to teaching, although she'd hate to lose such a great teacher. She thinks that Natalie does an enormous amount of socializing, often involving late nights (which Natalie had indicated to me yesterday) and she had nothing against that, as she had been through that, but it did mean that you often came to school without any zip. Janeen recognized that Natalie is also working hard on producing long-range plans and is not ready, mentally, for a day at school. Janeen doesn't think that that is good for either the teacher or the children.

According to Janeen, a number of teachers are uptight with Peter asking for resource files on children to assist him in his individualized instruction with particular children, and the teachers are also feeling pressured because Janeen wants to see their long-range plans during October. She thinks that there is enough pressure on teachers at the moment.

The earlier discussion about Natalie led to conversation about the influence of Pat on the situation. Janeen says she would love to teach with him, as she believes that she could learn a great deal and enjoy the experience. When hiring Pat, Janeen told Natalie that he was a master-teacher and that she could be like an apprentice for the year. Perhaps Natalie is reacting to that. Janeen thinks that for Pat teaching is not a job, but a total commitment, and he has a great number of great ideas. He is interested in introducing a Mediaeval theme in Division II (Grades Four, Five, Six), and he has support from Sid and Alf, limited support from Natalie, and lack of enthusiasm from Henry, Barbara and Debbie. Janeen views that as the situation that she would have expected.

In continuing our discussion on teacher pressure, Janeen mentioned that she had talked to Natalie about the pressures that Natalie is experiencing and the resultant feeling of depression. After Janeen "pushed Natalie into telling the truth, Natalie admitted that the problem was Pat" and the expectations that she gives herself in trying to reach what she perceives to be his standard. Janeen said she wasn't aware of the extent of the problem until Julie told her about it.

Janeen believes that she may have to speak to Natalie again, if the crisis recurs. She's worried that Natalie is talking to others about the problem, and so influencing them indirectly against Pat's influence—by inducing the fear that they will want to try for his "standard" if they begin to respect him as an "ideal" type of teacher. Janeen believes that Natalie, as a sociable person, is very influential, and has already spoken to a number of teachers about her problems. Janeen thinks that Natalie gives a lot of herself, and has a lot returned—that's the type of person that she is.

Janeen continued to comment on Pat's virtues as a teacher, but added that although he has children "in the palm of his hand" and "lapping up learning," by Pat's "thinking big," he has not exhibited certain interpersonal skills in relations with staff. She points out that he has been a teacher much longer than she has been, and reiterates that she thinks that he is totally committed to teaching. (At that stage I noted that I had not been impressed in that way.) As Natalie is a married woman, with responsibilities and interests out of school, Janeen wonders whether Natalie should go back to University for a break from teaching. Apparently Natalie mentioned that possibility in her discussion with Janeen.

At one stage during our talk, Janeen told me that she never speaks about her staff, and has only spoken to Norm, another principal, about some problems, and she expects that none of her comments will get back to the staff in a way that would embarrass them. This comment was made after Karen had passed through, collecting coffee.

After commenting on her concerns about the sensitivities of the teachers in relation to her thoughts about them, she returns to wondering about Pat's apparent lack of influence on the staff, contrary to her expectations, and she says she can't understand it.

The conversation turned to Janeen analysing herself, of her ability to make decisions herself, despite mandates by authorities, such as Alberta Education concerning curriculum. She said that she didn't feel constrained to follow curricula exactly, and felt that she would have support in doing unusual, irregular things. She has always felt that she could go outside guidelines if she is able to justify her actions, but she recognizes that not everyone is able to do so.

By way of illustration, Janeen refers to two recent conversations with Laura Lanner, a young teacher for whom Janeen has great respect. Laura had asked Janeen about the Health Curriculum, and what to do with it, as the last Health Curriculum is thirteen years old, and Laura feels that she should follow it as it is still in force. She's aware that a new Health Curriculum is in process, and that there are strong guidelines concerning content and materials, but she hasn't felt free to follow them as they are not yet in force. Janeen, in speaking to Laura, had Laura show her that the new Health Program fits beautifully into Social Studies (for example, into the Social Studies unit on "Physical Me"); Laura saw the connection, and Janeen tried to show her that this could lead to a great deal of integration, with Language Arts, Science and Art, as well as Social Studies.

Laura said she would think about it and Janeen saw her a few days later still looking glum, so asked "Why?". Laura said she still couldn't work out her Health Program. She had worked out her Social Studies Program, but Health didn't fit. She had spoken to the Health Consultant (based at Mimosa School), who had told her to go ahead and use the revised program, but it wasn't yet official and Laura felt unable to do so, as it wasn't official. Janeen tried to convince her, but to no avail, and Janeen wondered how she could help such a person to change to being more "reasonable."

This discussion on the different outlooks of teachers led to discussion of Sid Mann, as one who is a creative thinker, not constrained by regulations, but is ready to experiment and see other valid ways and to then pursue them. Janeen said that she noticed that Sid was like that from the start of his time at Mimosa—quiet, studious, but ready to justify his actions because he had considered them beforehand.

Janeen compares Sid with Henry, recognizing Henry's strengths in dealing with children, and his knowledge, and she thinks that children know that they can't put anything over on Henry, and he has a quiet authority, but he is essentially a "rules" person, and will not "fly in the face of officialdom." She doesn't see Henry as being a creative thinker. She thinks that Sid has those same characteristics as Henry, but in addition is creative. She said that Henry is solid, very solid and dependable (she repeated that several times), and the staff know that they can depend on him, and so can Janeen.

Our discussion moved on to Barbara's development of the role of designate principal of the school, a role that Barbara apparently sees as being a leader of the staff. Barbara had gone to the office to see Janeen about the Coffee Fund, taking the role of spokesperson for a number of teachers who had expressed their concern. Barbara asked Janeen if something could be done about it, and wondered if it could go on the staff meeting agenda. Janeen asked her for details, and Barbara proceeded to mention concerns that teachers had discussed with her. Janeen wondered why the teachers had not come directly to her (and she believed that it was not a major concern). She suggested that she, Barbara and the Kitchen Committee of Alf and Diane should get together at noon today. They did so, and Janeen said that it was all resolved. (I think particularly with Alf's input, having been part of the earlier teachers' discussion.) At the staff meeting Alf mentioned the decision to the rest of the staff.

It seems that Barbara likes committees to work on things, and she likes to be on them, and get things done. Janeen thinks that Barbara is considering an administrative position for herself and she is attempting to develop a leadership role with the staff. Janeen suggests that Barbara has family commitments, which reduce her school commitment, but she seems to want to "go places." Janeen thought that in coming to the office to see her on this matter that Barbara was seeing herself as spokesperson for the staff.

After this very lengthy discussion, and after the afternoon recess, Janeen passed through the staffroom and related to me how some children had just now come to her office to interview her. They (Grade One children from Laura's class) had commented on Janeen's haircut, the feel of her dress (after feeling it), and asked Janeen if she owned the school. Janeen told them that her relationship to the school was the same relationship that students have to school desks. One child then asked Janeen if she gave the strap, so Janeen asked her what she thought was the answer to that question. The student said that Janeen didn't give the strap, but rather talked to children. Janeen was very pleased with that response, but added (to me) that the teacher had probably told her students that. I noted at the time that this addition (by way of explanation) is something that Janeen often uses to qualify a statement that could be construed as self praise, that is, limited self-deprecation, so that the listener will understand the context.

During the afternoon recess period on this same day, Pat, most vocally, and others had discussed the very poor turnout on Sunday afternoon (Pat and Barbara were there from Mimosa) at the A.T.A. meeting to give guidelines (to the Executive) about salary negotiations. As some schools weren't even represented, a "real quorum" was not present, so the organizers expressed disappointment and wondered whether there was sufficient support to go ahead and push for such an increase (twenty percent). Alf said he thought it was "a poor show."

That afternoon the regular monthly staff meeting was held immediately after classes had finished. Karen was one of the first teachers in the staffroom, and wondered where the meeting was to be held, as in the previous year the meetings were held in the Library conference area, but there appeared to be staff meeting materials in the staffroom. Upon hearing from several others that it's to be in the staffroom, Karen is happy about that, as she says "the lounge is good and soft."

Sid arrives and then Henry, and together they prepare to set up the screen for the overhead projector, as Janeen wants to use it during the meeting. Henry refers to the screen as "she" and gains "appropriate" comments from the female teachers. Undeterred, he says that the screen is obviously "she" as it is "ornery and difficult." The female teachers' protests subside in mock disgust.

Wednesday, 7th October, 1981

Immediately after the staff meeting and during the next day, I spoke to several teachers on their perceptions of the purpose of staff meetings. Barbara sees them as time for settling problems, scheduling events for the next month, giving information, "all in all, useful." Debbie sees staff meetings as being like meetings with any other company, getting together, making decisions, a co-operative effort. They are an endeavour to make sure that "everyone knows what's going on." When I asked Karen about her view on the purpose of staff meetings, she says "Hmm . . . the official blurb or mine?" She has always thought that they are a waste of time, that most things should be placed on the notice-board, as teachers "should be able to read by now." Staff meetings have relevance when money is to be spent, or if the process is going to be democratic. Socially, it does provide an opportunity to see the rest of the staff, as she, for example, doesn't often see the Division II teachers—"it's alright to see them, as I like [this] staff." Karen is often surprised when "others' opinions are different from mine—how can they be wrong so many times?" Karen says that "Ted is writing all this down [as husband, Norm, arrives] so I'd better stop."

According to Diane, staff meetings have changed focus, as now it seems that it's time for the Principal to share any new developments that teachers haven't heard. Pat mentions that at his previous school staff meetings were times for talking about school matters, and Diane says that it used to be like that at Mimosa. Now, says Diane, teachers can put their ideas (for staff meeting agenda) on the bulletin board. Diane felt that the previous day's staff meeting had been very long, with so many new things happening in September, and the meeting was so "full" that she almost felt guilty putting up her hand, and meetings usually finish at 5:00 p.m. Diane viewed yesterday's initial comment (at staff meeting) by Janeen, about starting on time, as referring to dismissing children early. Diane thinks that she'll have to finish her last lesson (on staff meeting days) ten minutes early in future. She doesn't enjoy staff meetings after school, as it means that she has to take home much more material than usual. Janeen, according to Diane, is not one to make statements like the one made yesterday—it seemed odd at the time, but to Diane it's quite alright for Janeen to speak to the staff in that way, "now and then, to remind us that we're not doing something." Usually, Diane surmises, Janeen would have said: "'Am I ever glad to see most of the kids out of school?' taking the positive approach, or would send a note the next day to say the same thing."

The view that Pat holds of staff meetings is that they should be staff initiated and staff directed. They should be times to discuss business, air grievances and establish policies for operating the school. Secondarily, staff meetings should be "sounding boards for familiarization, for all staff to be updated on everything and everyone." The previous day's staff meeting was a real learning experience for Pat. For the first time Pat had experienced an administrator-directed staff meeting, with teachers saying very little (even on important issues) and with the meeting being controlled by the clock. Pat is not saying that that is bad, but it is different from what he has previously experienced, and from "what I'd like it to be." His view of Janeen has not changed, but yesterday's experience has added to his discovery of Janeen as Principal. Pat says he won't try to change it, but he'll fit into the system, at least this year. An avenue is provided for his input, so he says, with Janeen telling teachers to see her or another, privately, so "that avenue is always there." Pat wants "to get the feel of the land in my first year here; there are other issues to rock the boat on first, and you can only do so much rocking."

Pat tells me that he's the only one on staff who is using a different reading scheme. He says that the school was generous about that for his coming here to Mimosa. Pat tells me of other ways in which he is different from the other teachers on the staff here. He has a structured spelling scheme and a phonics scheme. He lines his students up as they exit from the room each time (the school allows it), at noon and at the end of the day. By having his students line up Pat is able to talk to them and wish them a good evening. He makes sure that they have their homework and that everything is neat. When the class goes out to play soccer those who hang around the room annoy the rest of the class, so Pat doesn't have problems with students in the room. Pat thinks that children like lining up, being told to have a nice evening and a good meal. He says that this practice of lining up "starts off the next day decently, and my students automatically know what to do about fire drill." Pat had said earlier that he thought that I might find these things petty.

- - - - - -

As we were walking from the Library to the staffroom, after a session of Sharing Our Writing, I asked Janeen about her purpose in staff meetings. We reached the staffroom, and Janeen poured herself a cup of coffee and sat down so that she could relax while telling me her thoughts on staff meetings. First of all, Janeen said, staff meetings are

> required by the School Board, and I would have more of them if I could. Several teachers weren't very happy about staying after school, and the suggestion was made last year to hold them at the noon hour, but I vetoed that. I know of other principals who have staff meetings during noon hours, but I couldn't possibly get through what is necessary.

Janeen says that she sometimes needs to call a meeting just before school, for ten minutes, but that is rare. She sees staff meetings as times for giving information, letting teachers know what is proposed, telling them about "small" decisions that she has made, and also as a decision-making forum. She doesn't feel that she wants to make some decisions by herself and wants others to be involved, "which is needed if staff is to feel part of the responsibility and interest." She would be happy for meetings to go on later, but realizes that many of the staff would be most upset.

Janeen referred to her introduction to last Tuesday's staff meeting as a "heavy-handed statement about lateness." She said that she felt extremely justified in acting as she did. She feels "at times that it is necessary for me to show that I'm the boss, and that

I'm not pleased." Twice Janeen said that she deals with the staff as she did with her classes of children, "letting them know what I think of them." She also suggested that she should have said, as she did with her classes, that what she was saying wasn't meant for all, as it didn't apply. She had been walking in the halls, collecting the overhead projector for the staff meeting, and had seen teachers who were tardy at letting their students out, and she was displeased. She said that often Joy and Jack have to herd students out, and the teachers know that it is their responsibility. Last year she tried several strategies for starting meetings on time, including starting without some present, as her Associate Superintendent does, but Janeen found that it didn't work, as latecomers fussed about getting food and drinks. Also, Janeen asked the teachers when they should start, and they all agreed, but are still tardy. So Janeen decided to be firm with them.

After Janeen talked to me confidentially about what she knows of the personal backgrounds of the teachers on the staff (and that information cannot be included here, as it is private, not public, information—however, that information and other information that is confidential, has helped me to better understand the teachers). I asked her about the accident about which she had been talking to Pat during the noon hour today. She said that she would tell me later, as once in a day was enough for that story.

At that moment Joy entered the staffroom to ask Janeen if she was ready to take a phone call. Janeen said "No, I'm only ready to take messages." Janeen explained to me that she used to be run ragged as she endeavoured to answer all phone calls as they came, but she had decided that she would return the calls when it was convenient for her. Then Janeen, who was wanting to relax from her duties for a while, told me the story of the accident in the playground. By the time that she had finished telling me the story, it was 3:30 p.m., and Joy returned to the staffroom, and Janeen agreed to go to the phone, and then Joy told her that the present caller had rung several times during the afternoon.

Reflections on the Accident

As Janeen related it to me, the accident was in June, 1979, at the end of Janeen's first year as Acting Principal at Mimosa School. Seventeen students had been injured "while climbing, against school rules, on the backstop to the baseball game in the school grounds." Janeen said that she surpassed her own, and others', expectations, in her lack of emotion, and her "cool handling of the situation, calling police, ambulances and parents."

Janeen had then been very busy counselling teachers, parents and students, as so many were upset over the accident, and several students had both arms in casts. Janeen said that she was given great support by administrative peers and superiors, including Sam Bulovich, her Associate Superintendent, who had said that Janeen "had done all that you could and you handled it well." Janeen mentioned that the Chairman of the School Board had called and had offered his help, if required.

Janeen told me that she found out on the last Friday of that school year, two days after the accident, that "I couldn't speak at the farewell to the teachers who were leaving, and I had to excuse myself and go for a walk, during which I composed myself, and was alright." She hadn't realized how uptight she had been, but she felt that "the staff had been very supportive and in September almost all evidence of the accident had passed and we started afresh."

Janeen also mentioned during our discussion that "whenever Sam Bulovich comes to Mimosa School, he always has eight or ten points for which he wants to use me as a sounding board, and I don't get to ask him all I want." She told me this by way of explanation of "why I use you [Ted] as a sounding board for me." With Sam Bulovich, Janeen phones him "on specific points and get[s] answers." Janeen told me that she doesn't think that many people are more aggressive than her (with a smile) but Sam Bulovich is one of those people. Janeen said that she derived great comfort at the time of the accident from the number of principals who called and offered assistance, if required. She thinks that "perhaps that is one reason behind my involvement with the Administrators' Committee."

- - - - - -

Natalie talks about being exhausted on Tuesday and Wednesday. Diane, who is sitting beside her on the lounge, says "tomorrow's Friday—great!" Diane suggests that teachers are tired in September as it is "just at this time of the year." Pat, sitting at the table nearby, comments that there's "so much to do [in September] personally, too."

- - - - - -

As several teachers relax in the staffroom before going back to their classrooms for the afternoon there are different subjects under discussion. Pat asks (generally) about the school policy on collecting fees for field trips. Diane tells him that "in the Elementary grades we do," and Tracey says that "we don't collect [fees] in Kindergarten." The discussion turns briefly to Peter Spence, who was at school this morning, but is away sick this afternoon. Diane and Pat told together about Peter's "nervous problem" and suggest that "he's trying to work himself out [of it]." Tracey says that there is too much in the curriculum, and Diane agrees with her. Pat says that teachers should be teaching for "mastery learning, as there are so many things to teach, especially in Social Studies." Diane adds that there's too much to teach in Math, too. Tracey tells the others that "there's far too much pressure to get through the material" and Diane adds her amen.

Natalie comes into the staffrooms to see Pat, and before she tells him why she wants to see him, Pat says "I've got twenty five things on that" (with a smile). Natalie wants to know what Pat does about tests in Math. As they talk together, Pat says that he's glad that Natalie uses the same method that he uses. He suggests to Natalie that if she sees any problems, "to scratch them down and pass them on." They continue conversing with Natalie showing a keen interest in what Pat is saying. Natalie, on leaving says she's having Mary Roberts (Social Studies Consultant) out to the school to advise her on her Social Studies unit. Pat asks if Mary will be coming out of school time, and on being told that it will be, he wants to be told when it will happen (so that he can attend). Before Natalie makes it to the door, on her way to her classroom, they talk about teaching grid and directions in mapping. They seem to be doing the same type of thing as each other, and they both agree that their students need more practice on directions. Pat says that he took his students outside to teach them about directions to their homes and some local landmarks. Natalie thinks that the "more mapping that the students do about Alberta will be better for later." Natalie says that she is taking her students on a field trip tomorrow, and she had her students write notes to their parents today, about the field trip. Pat isn't going on a similar field trip until next week, as he says he's not ready for it.

Alf Little comes into the staffroom and sees Pat looking at a large map of Alberta. Alf asks Pat if he's going somewhere. Pat tells Alf that "I'm taking the kids on a trip around Alberta tomorrow, a very expensive field trip, but well worth it." Pat tells Alf that there will be a riot in his class tomorrow (in Social Studies). He says that he "should probably give another three or four guided exercises on maps, with the students sitting at their desks, but instead, they'll work in groups with the door closed. I think they're at that point, ready to do it. I'll sure find out."

Thursday, 8th October, 1981

As I arrived at the school today I met Alf Little, leaving for the afternoon to attend an In-Service session on Counselling, on use of the Magic Circle.

On entering the staffroom Natalie told me that her planned field trip was a washout (because of the weather) and she doesn't "know when we'll do it." She thinks that perhaps she'll ask her students "to bring items from their back yards." She adds, resignedly, that "perhaps I'll ask them to bring pieces of dirt after the weekend" (referring to the frustration at the postponement several times of the planned field trip).

Natalie tells me that she's still confused about her next Social Studies Unit, in planning it, so she's expecting a call from Mary Roberts (Social Studies Consultant), hoping that Mary will call here in person, within the next few days. Natalie feels that she is too confused to sit down and talk (about planning the Social Studies Unit), but upon my telling her that that situation (of confusion) is as important (in my study of the life-world of the teachers at Mimosa School) as if she felt she was doing a great job, she said she'd try to sit down and relax with me for ten minutes after school, and tell me where she's at in her thinking about the Social Studies Unit.

Natalie's Social Studies Unit Planning

Natalie hopes to start her next Social Studies Unit, on "Alberta's Natural Resources," next week, and it should take longer than eight weeks to complete. As we discuss the planning for the unit, the other Grade Four teacher, Pat White, listens to our conversation and interpolates his comments at different points in the discussion. He says, as Natalie starts to talk, that "you could spend a whole year [on the Unit]." Natalie says that she decided on this Unit because it is prescribed (in the 1981 Alberta Social Studies Curriculum). She taught part of it last year, using the recommended activity centres, but the activity centres "made it very difficult for ninety percent of the class." Natalie says that she has no time to collect "appropriate reading materials," although "many of the suggested materials are here at school." She is going to ask Mary Roberts (Social Studies Consultant with the School Board) for advice, as she has difficulty ("I have, too," says Pat) "with how to approach the study of natural resources, after identifying them. How do we get them fully in touch with concepts?"

In last year's experience with this Unit, Natalie found that "activity centres were too redundant." This year she wants the students to do partner work, and to have class discussions. She found that some of the activity centres that she used last year were too advanced for her students. Natalie is wondering what to do about "questions for research, selecting natural resources, and whether to get the students to write reports," so she'll "check with Mary Roberts and ask for suggestions." When those decisions have been made, she'll go "on to whole class study on specific units." Natalie is not in total agreement with the ideas of Alberta Education (as in the Unit "Alberta's Natural Resources), as she feels the "need to cut out [of the Unit]." Pat says that there's a need to apply new strategies. He asks Natalie if she's seen Mary Roberts, mentioning that last year she asked him to pilot a (Social Studies) program. Natalie replies that she's been to In-Service sessions with Mary Roberts. Natalie says that she hopes that Mary Roberts calls her, as she thinks that she "shouldn't need to call her again."

In the teaching of the Unit, Natalie intends to present material, then having a sharing time about the topic as a class, and then for the whole class to study the topic. Through the use of history, the students will learn of "the changing use of natural resources." As regards teaching strategies, Natalie is not sure if she'll be using the Inquiry Approach, as she thinks that it's "not really used in the program in Social Studies." Natalie plans to start with a value issue and then will use the circle in the 1981 Alberta Social Studies Curriculum (page 7), because "it's in the Curriculum." She wants to start with a value issue, "so that the students will learn more about it in the future, [when they can] search for more information to justify or change [their] value positions."

Natalie says that she doesn't understand the Inquiry Approach, although she's been to two In-Service sessions on the 1981 Alberta Social Studies Curriculum where the instructors tried to explain the Inquiry Approach. Pat says he understands it, as he was "supposed to become a Project Teacher." Natalie says that she is aware that much money is being spent to provide In-Service for teachers on the 1981 Alberta Social Studies Curriculum, and "I think it's a waste." Critical of the new Curriculum, Natalie says

> let's look at Topic A [for Grade Four], and the time problem with [teachers] developing [their] own topics. Why did they decide on one topic that teachers don't like and don't want to use? I ask myself 'why do they have to do it this way? Is it possible?' We need, as teachers, to ask ourselves this: How can children hope, pretend to make judgments on things that adults can't?

Natalie thinks that this topic is "not relevant and too deep, as children can't understand it." She sees a difference between sharing toys with friends and how to share resources among provinces. Pat says that it shows him "that teachers are being treated as grade school students."

Natalie retreats from an earlier statement, as she says that she thinks that she does understand the Inquiry Approach, and she asks Pat to check whether she's right. She goes through the approach, trying to follow the various stages of the circle, "A Process for Social Inquiry" (page 7 of the Curriculum). Pat says what Natalie says is right, although he says that in the Curriculum "only one third is related to knowledge and two thirds to decisions." Natalie says that the "great problem is that students can't make decisions, because they can't go through it [the Inquiry process] all." Pat thinks that the Inquiry process is "a great waste of time." Natalie agrees, and goes on to say that she's going to use drama a lot this year (in Social Studies), giving as an example "the dam to be shared between Alberta and the United States." She will try to use things that happen in class to teach Social Studies. Natalie says she's thinking of two countries in conflict over water, and in her teaching she would "relate that to [the students'] reality" and would look at newspaper articles and end with a discussion. She says: "that is decision-making." She adds further: "That's a teaching strategy that I know, and it works. I'm comfortable with it." Natalie is going to "give the Inquiry Approach a chance, but I'll filter through it, and as I go, I imagine I'll change [it]." She says that "at least I'll see what I don't like about the Inquiry Approach." Natalie says that the problem with long-range plans is that the teacher needs to get to know the students and so has to change (long-range plans) every year. As far as her thoughts on the unit "How Should Albertans Use Their Natural Resources?" are concerned, Natalie thinks that it's premature to give her opinion, but "I'll see how it works."

Natalie tells Pat that she's "into mapping work and uses it [in teaching]." Pat tells her that mapping work is called a "life-skill" and that the "problem with Social Studies people is that decision-making is the only [thing]." He says that "I'm supposed to be giving [students] skills [by] using this [Inquiry] Approach, but I'm not giving it to them—I don't have Grade Eleven."

Natalie is going to use reports by each student to look at the concepts in the Unit, and she'll try to integrate the concepts with Language Arts as they go through the Unit. She says that the students "don't need to know everything, but just answer the questions they have." To explain what she wants the students to do, Natalie says that "for example, one student will write on coal [following] a set of research questions. Twelve others will write on other natural resources. I expect them to listen to each other, but not know everything; each student needs to be satisfied."

In considering the impact of the 1981 Alberta Social Studies Curriculum on her teaching, Natalie says that it is one of

> so many new things thrown at us, even in three years of teaching. I do find it time consuming, trying to figure it out, as with any [Curriculum]. This [Curriculum] is more detailed, with the Inquiry Approach and with many topics. Why not try one topic, see how it works and then develop other topics. I haven't looked at Topics B and C [for Grade Four].

Natalie asks Pat about Topic B, but he hasn't studied it yet.

Despite having attended In-Service sessions on the 1981 Alberta

Social Studies Curriculum, Natalie feels overwhelmed by it, "but that could be me, learning how to organize things." As to whether this new Social Studies Curriculum will change her teaching style, Natalie says "I don't know. I've never used the Inquiry Approach in developing a value issue. It is implicit in teaching, but I didn't do it when teaching about Indians." She presented facts, the students "identified with Indians through drama, discussion and historical analysis," and then Natalie would ask the students questions in the drama, "moral type questions," such as "Should Indians live on reservations?"

Natalie "loves the idea of the Heritage Books, with all types of good reading." She will change her approach (to teaching Social Studies), not "pulling everything from the Library, which presents a difficulty at this age level." There is a box full of Heritage Books available to her, so she will use the books in Language Arts as well.

In thinking more on what she's doing in Social Studies, Natalie says she is placing much more emphasis on mapping skills. This change in emphasis "is not due to the 1981 Alberta Social Studies Curriculum," as indeed, Natalie thinks that the Curriculum de-emphasizes teaching of mapping skills, but rather Pat has had "an impact on me, a source of inspiration." Also Natalie intends to include in her Social Studies Unit "more report writing—research types of things." Pat suggests that the school needs more encyclopaediae, suggesting the Britannica Series, but while agreeing to the need for more, Natalie says that she prefers the World Book Series, as "they are more readable." Pat would like to upgrade the Library (with reference materials), which he says he could do for $300.

In this Unit Natalie will use

> a lot more partner work, trying to develop the idea of sharing, and helping others, and solving social problems as they arise. Some kids are very insecure working by themselves as it is too difficult, so I match them with capable students. The top kids find it challenging, but are competitive, so I'm working on that. I'm trying to instill co-operation, but there are times for competitiveness.

Natalie hasn't mentioned this new Unit to the students yet, but in Science they have been discussing "resources, natural and unnatural," in the environment, including examples. That was ten days ago, and they have had no follow-up on it. In Language Arts the theme will be "Nature," so, Natalie says "it's a very long theme. This is the first time I've tried anything for so long, for at least two months."

Natalie is worried about the amount of time available for Social Studies. She feels more pressure as she thinks that more is prescribed in the new Social Studies Curriculum. She has never used the Kanata Kits, but has heard good things about them. Natalie concentrated on, and worked very hard in Language Arts last year. This year she says that she wants her students "writing a lot in Social Studies, rather than just answering questions." She believes that she doesn't need to read all of what the students write. Natalie says that she's very anxious about this unit, as she was not very happy about it last year.

The map work that Natalie has been doing with her class so far this year in Social Studies is not in the Social Studies Curriculum. Natalie has developed and expanded her mapping unit as a result of the Social Studies units last year, when she and her students talked about such things as places and directions. Therefore, Natalie developed this unit on maps, directions, rivers and other map features. Still to come in the mapping unit is the idea of using road maps and learning about map legends. Natalie thinks that these might have more meaning for the students "when we go to the simple maps that I make—practical." Natalie is not sure what's going through her students' minds, "as I've seen a lot of Alberta, but they haven't. As Pat said, it's a great dream to stamp around Alberta, but money is a problem." It was not her objective at the start of the mapping unit, but it is now, to learn about Alberta's rivers and cities and other features, and she is adding objectives as the unit is going, as she sees their importance. The mapping unit is time consuming, so Natalie is finding. She says that Pat provided the idea of looking at "the world geographically—the idea of continents, oceans, North America, and Alberta." Pat says that he didn't like the unit (on mapping) that had been used in Grade Four at Beacon Hill (Pat's previous school). Pat had used it with Grade Six, and he had rushed into it, and "that wasn't my way of doing it, so that's probably why it didn't work—I didn't want to spend much time on it anyway."

Natalie says that "everything I'm doing is fairly new. There are too many new things to do in one year. I kept putting the new system [in the 1981 Alberta Social Studies Curriculum] off last year—that was my fault." Natalie emphasizes change, saying that "it comes up a lot." Last year, she "looked at life style and then the impact of change on people." She also looked at "identification and struggles of people and environment—of survival—I tried to bring that out." When looking at the impact of man on the environment, Natalie encouraged her students to identify with the motives [values] of others, at least to acknowledge that they're there, even if they disagree." As a concluding, reflective comment on her ideas on teaching Social Studies, Natalie says "I don't know that I'll do that much drama, but I'd like to; it just happens with me." Then Natalie leaves the staffroom, at 5:00 p.m., to clean her desk in the classroom.

Friday, 9th October, 1981

Hank Miles, a Physical Education Consultant with the School Board, who has known Janeen as a friend for several years, and has spent much time at Mimosa School in the past two years, arrived today, at Janeen's request, for "Janeen to go over the System Survey results with me." Janeen is still very anxious about the Mimosa School results in the System Survey, particularly the student attitudes to the school. The results are due to be sent in today to Sam Bulovich, the Associate Superintendent for the local area, but Janeen is sure that Sam won't look through them over the long weekend, so she'll send it in on Tuesday. Janeen and Hank go to Peter Spence's office (adjacent to the staffroom) to discuss the results. They take a break during the afternoon recess, and then resume the discussion. When Hank was in the staffroom, and before Janeen was available to talk to him, Hank told Pat that he visits all of the schools in Edmonton. Of all of the schools, and not just because Janeen is the Principal, but because of the general tone, he would like to teach here above all others. If he was told that his job as consultant was finished and he was to go to a school, he would go to Mimosa. Pat listens, but says little in response.

Barbara Benton comes into the staffroom and I greet her. She says she'll go back out again, saying she'll try that again. She returns, asks how I am, and says (by way of explanation) that she is always too slow to say something to me, as always I ask her how things are going before she can say anything. Barbara tells me that her student teacher (Melanie) is progressing well, with a number of pushes from Barbara. Barbara says that she expects that all of my information will fill several books, but she doesn't know how I'll have the patience to analyze it all. She wishes me a good weekend, saying that she's off to Jasper. She played nine holes of golf on Wednesday evening, without pressure, as she and her partner were the last group to tee off.

Isabel tells me that she is happy for me to come into her classroom any time this afternoon, to see the students' "art work of making turkeys." Pressure, she says, "is always on, not just with you coming in, and Friday afternoon is a good time, as I can see the end of pressure coming up."

At 4:10 p.m., as I was about to leave the school, I went past Natalie's room to ask her about her thoughts on Thanksgiving. She said that she hadn't given any thought to it for her students, and her parents are not religious, and neither is Natalie, so they don't really celebrate Thanksgiving. Therefore, even though they have turkey on occasions, at Thanksgiving, it's just a family meal. Her mother is working this year, at Thanksgiving, so Natalie doesn't think that she'll go over to her parents' home, but she'll just get things done at home. Her husband comes from a very religious family, but she thinks that her husband is rather agnostic, too.

Natalie talked about the pressures that she's putting on herself—"I'm trying to do too many new things at once, Writing, Social Studies and Science, and I can't do them all." She says that she's getting very tense and has no time even for coffee breaks. She says that she recognizes that Pat is a problem (indirectly), in causing her to try to be like him but she thinks that because Pat's been teaching for nine years or more, and she for just three years, that "I have so much to learn from him."

As Natalie and I were talking, Diane arrived to arrange with Natalie to go to Diane's house, where their husbands will be going. Diane had been listening to our conversation, and referred to "all the pressures on the teachers at this school." She has noticed that "teachers are very tense at the moment and I think it's because we're trying to do too many things, and we're putting too high expectations on ourselves." Diane thinks that "teachers need to slow down the pace of their teaching lives." She says that she is very tense and nervous, although, as she says, she doesn't show it. Natalie says of herself "I'm not as tense as Diane, but I look as if I'm all in a flap, although I recover fairly quickly." Natalie continued to work in her room, putting paper on walls, with Diane's help. Diane says that their husbands will be at her house drinking beer and waiting for them, so Natalie says that she'll be another five minutes, and for Diane to go, but Diane says she'll help Natalie and then they can go together.

I had spoken earlier in the afternoon with Henry, as he photocopied a supply of his own produced lesson plan sheets, which he likes to follow, "keeping it as simple and practical as possible." Henry thinks that lesson plans should be kept to one page. He's strong on student teachers using lesson plans, but he wants them to keep the plans short.

Tuesday, 13th October, 1981

Alf says that he enjoyed Thanksgiving, but "a cold came on last night, and I feel guilty about missing a day after the long weekend, otherwise I would have stayed at home."

Natalie says that she's much more relaxed after the long weekend. Indeed, I noted that the teachers in general seem to be much more relaxed today than last week—the weekend must have been therapeutic.

I also noted today that I should look carefully at the idea of teacher self-expectations and staff harmony. Do teachers need to have similar self-expectations to work well as a staff?

Just before noon Barbara comes into the staffroom "to check the list of people on Social Committees" (the list is on the bulletin board). She says that she'll have to round up one teacher not on a Committee, and perhaps the new Music teacher, Mary Poppins, as well, who arrived at school today, probably replacing Peter Spence for an extended period, although "Janeen has not yet spilled the beans about

Peter's absence." Barbara says that it's "much easier to get over physical illness than nervous illness [mental] as I've noticed," and she says that "it's often unlikely people" who succumb to mental illness. Barbara believes that "most people may smile a lot outwardly but hurt a lot inside." She told me that she had an operation and difficulty for two or three months a few summers ago, and recovered then, while her neighbour had a nervous breakdown and took nearly three years to recover.

I asked Barbara about the forthcoming Social Studies Conference that she was planning to attend (as she was re-arranging the "A.T.A." notice board). She said that she had to confess that although Sociology had been her major at University, she was not an expert in Social Studies. She was going to the Conference, as she hadn't attended a Conference before, and also her girl friend is a Project Teacher (in Social Studies) this year, and has a half day off to go to the Conference, and she wanted Barbara to go with her, so she's off! She hasn't received details about the Conference yet, but she'll show them to me when they're available. She does know that there will be lectures, and a banquet and dance one evening.

Diane's Planning of a Social Studies Unit

Diane has chosen for her class's next Social Studies Unit the School Board's developed Topic A: "How Can Dizzy Get Around the Neighbourhood?" Last year she used a Kanata Kit and a teaching unit. This Unit on "Neighbourhood" is "part of Topic A, so I have to do it." Diane says that she has looked over the materials for the Unit that the School Board has provided, and there are "so many, I can't do it all." So she has looked at time, topics and the problems that she thinks her students will have, and she'll "try to get through it in six weeks or whatever."

This year Diane intends to emphasize Social Studies, as she piloted a Health program last year and neglected Social Studies. She didn't take time away from Math and Language Arts, as "they are more important than Social Studies," and students are tested at the end of the school year (in Math and Language Arts), so she tries to "make sure that they know as much as possible so that they do as well as they can."

When she first taught Social Studies, Diane found the material overwhelming. She thought that she could teach it for three years and still "not get through it." She still thinks that, but now she's more selective. In her first time through a curriculum, she says "I walk through to get a feeling for it; then I select what is important, and emphasize the parts that [students] have difficulties getting through." In some areas, the topic is covered in Physical Education, or Language Arts. When it is covered in another (subject) area, Diane "skips over it quickly." She says that seventy five percent of her "Social Studies time is prescribed, with twenty five percent optional." In this Unit, there is a sub-unit on buildings, and she'll "spend a fair time on extras," such as Hallowe'en. When Hallowe'en is near, she will just "stop the Social Studies [Unit] and carry on later." At Christmas, she will integrate Social Studies as much as possible with other subjects. Diane mentions that one of her girl friends piloted the Grade Two Christmas Unit two years ago, and said she couldn't believe the amount of material; she thought the Unit was quite good, but there was "so much there."

There are pressures, according to Diane, placed on teachers in that teachers are given an outline of topics for the year, as well as being asked to emphasize special days and holidays. It is Diane's desire "to make sure that I'm providing my students with a good program." She says that for her the Curriculum is not a real pressure, "just the constraint of the program being there." Diane would prefer to teach without such guidelines. She remembers that when teaching Kindergarten the program was "left up to [the teacher]," and of that approach Diane says, "that's great, that's teaching to children. You discover the students' interests and hobbies and just go on from there—that works best of all." Diane feels that in the Grades, "everything is so structured." In teaching Kindergarten, the teacher is "grasping for ideas, but with resources, you didn't need structure." At first, in teaching Grade Two, structure was useful, but now (after two years) Diane wants more freedom. She says that she could develop her own units, but time is a problem, when you have to teach all subjects.

Diane thinks that the provincially-funded In-Service Program on the 1981 Alberta Social Studies Curriculum (costing $2.2 million) will help teachers if it is good, but if not, it will be a great waste. Diane thinks that what the school systems requires are personnel who can In-Service teachers "well," and who base their In-Service on teachers' needs. She thinks that the present program "will be lousy, based on previous In-Service, but I hope I'm wrong."

Diane doesn't think that she understands the Inquiry Approach in Social Studies as well as she should. She hasn't read the 1981 Alberta Social Studies Curriculum. The In-Service sessions that she attended on Social Studies have not been very useful, as it has meant "sitting around at In-Service with other teachers, all not knowing whether this is the right thing." Diane thinks that she teaches the Inquiry Approach "a bit, but most probably I look at the students and where they are at." She sees her approach as more teacher-directed than it should be, if she was using the Inquiry Approach.

At Grade Two, Diane says that the teacher and students are supposed to be discussing most of the time (according to the Unit she's using). She finds, however, that she needs to change the pace of the lesson, by having a few minutes at one activity, and then changing to another activity, because of the short attention span of the students. Diane likes to feel that she has control over what her students are doing. If she doesn't feel that she has control, she stops the students in what they are doing, and the lesson becomes more teacher-directed. She believes that when they're not "on-task, they would gain more by being shown [what to do]."

When the 1981 Alberta Social Studies Curriculum arrived at Mimosa School, Diane says that Henry (as school staff member responsible for Social Studies) had told the staff that they couldn't have a copy of the new Curriculum until they had handed in "the old one." When she received her copy, Diane "breezed through it, concentrated only on the Grade Two section, then breezed through the first part [Introduction]." The circle (on page 7) in the 1981 Curriculum reminds

Diane of similar circles that she's seen at Social Studies In-Service sessions. Diane thinks that she's doing what it says, but she's not sure. She says that she first "saw the circle in Kanata Kit B." From her first look at the circle, she thinks that she needs to have a broad view of where she's going. She says that when she's given a new Curriculum, it's one of many curriculum areas, so she "just breezes through it." When she went to her first In-Service session on the new Social Studies Curriculum, Diane hoped for "a definite idea of it," but halfway through the session, in talking to other teachers, she found that "no one knows what it is about."

Whatever Diane does in teaching she has to feel good about it. When talking to students about signs, she believes in observation, so she takes her class for a walk to look at signs. When mapping, she takes the students for walks around the roads and curves. Diane uses small groups where she can, as that gives the students more chances to talk, to express their points of view. Also, Diane employs strategies of whole class and small group discussions. In planning, Diane "looks over the objectives [of a unit] and the wads of materials, to pick and choose what will meet the objectives. I make sure I'm covering the objectives." In the last unit Diane used the overhead projector when teaching about direction, and thinks that students love atlases and maps. In teaching about Thanksgiving, Diane has found that students love to hear about how the custom came to America. Children's natural curiosity makes them constantly curious, and they enjoy the differences between Canada and other places, when they see the differences on television or in books.

A principle of practice by which Diane teaches is to follow the natural curiosity of children. Diane "would like to get off on tangents, but then I look at what I have to do, and then I don't spend as much time on the tangent as I would like." "Getting back on the track" is Diane's track, "not the provincial track." In order for her class to cope well with the next unit, the students need a good background from this unit. It's "like they all build on each other—sequence is very important."

During Diane's first year of teaching Social Studies, she became caught up in the first unit that she taught, and tried to do lots of activities. That meant that there was not time to do a second unit as she became involved in piloting a Christmas unit. She felt that there was no problem, until in the New Year on teaching the next unit she realized that materials from the second unit (for which she had had no time) would have been very useful, "it would have been easier for the students to understand." Diane feels that her "pacing was off in the first year, but this year will be more on than off, I hope." In her first year with Social Studies she "waded through topics," but she thinks that "pulling the stop out takes a great deal of time at the start of planning the unit." She feels really good at present, as she's finished the first unit and is starting the second. She says that her Social Studies program is "beginning to roll, I've got the children with me." She has told the students that their Social Studies booklets will be marked, and where the marks will be given. It is important for Diane to evaluate as she goes, so she has these booklets. Also, she has plenty of discussions in class, finding out "where children come from, and their feelings."

Diane tells me that she's not looking forward to the end of our discussion, as she has more planning to do afterwards. She says that it's "nice to share things" although she felt tense, which she says is normal for her. Diane tells me that she doesn't have a lot of self-confidence, but most of the time "I feel that I'm doing a good job." She thinks that she's continually negative, that she's hard on herself (she doesn't think that's good), but she's always wondering what could have been done better. She thinks that she's lazy at times, so that when she has a lot to do, rather than doing one at a time, she just thinks about them. Diane says she has a "worry syndrome," as at other times she's so busy, she has to tell herself to relax.

Diane likes to do things for others. She says that she appreciates my style of interaction and questioning and she doesn't think that I could learn anything from her, but believes that this research on teacher perspective can be very beneficial for teachers. She doesn't see teaching as a long-term career for herself, but expects that after a few more years in teaching she'll leave teaching to have a family, and at that time she intends to take courses in interior design, and later take a position in that field. Diane believes that she will still be tense and nervous with that, as that is her personality, and also that of her parents, both of whom, Diane feels, are rather nervous. Diane expressed the fact that she thinks that my research will be useful for teachers and that it will tell the situation as it is. She is happy to answer any questions that I have, and she would allow me to tape-record her introductory lesson in her Social Studies unit tomorrow, but prefers that I don't. I agree with her and she says that she knows that she has to overcome the problem that she feels she has when teaching with someone else in the room.

Wednesday, 14th October, 1981

Diane's Reflections on Teaching a Lesson

Following her introductory lesson on the Social Studies Unit "How Can Dizzy Get Around the Neighbourhood?", Diane reflected with me on some of the things that she does in teaching. She refers to herself as "Mrs. Jones" in front of the students as an "attention-getting gimmick"—she thinks that that is the probable reason. Diane in teaching Social Studies uses groups, reading groups, to try to get all of the students to speak on the topic. She says that group work provides a change of pace in the school day, when the students can sit and stretch. Diane believes that the students really enjoy working in groups, because "it's a change." She says that some of the students don't like the groups that they're in, although she changed the groups, including the leaders, so that the students have the opportunity to work with a variety of personalities. She places some of the onus on the students to act responsibly, insisting that the leaders wait until all members of the group are listening and sitting properly. Diane encourages the group leaders to send problem children back to their desks. She says that by the end of a school year that groups are "good and co-operative." Diane thinks that groups are necessary in Reading, as some can't read, and she sees group work as "good modelling and a good way to share ideas." In each group there are children of different abilities (specifically in Reading). The students read to Diane at the start of the school year, and that, together with an individual test that she's developed, forms the basis of her diagnosis for grouping the students. She also considers "independence, and the ability to lead." "By the end of the [school] year, I would like to give each student the chance to learn."

Diane feels that during the Social Studies lesson that she's just now finished that she didn't have good discipline. She says that "even by the first report, in mid-November, I still don't know a great deal about the students. It's not till the second report (in March) that you get to know the students, and you don't really get to know the very quiet students." She talks about a boy who has recently joined her class, Jimmy: "Jimmy is happy with me, but not with this school. He doesn't really have a sense of belonging. It's hard on him as he has no real friends here yet." Diane says that some students are not able to organize their time well yet, that some are ready to share, but at times "they clam up," so "it will take time to get to know where they're at." At the first interview with parents (in November) she finds out more about them as she and the parents share what they know about them.

When teaching Kindergarten (when she started teaching), Diane used to visit the homes of her students. She misses that at the Grade Two level, as it is very important, but she hasn't had time to do it yet. In teaching Kindergarten she had class time off for home visits. Diane believes that it's very important to get to know the home backgrounds of students, "so that you can understand the children's needs and interests."

Thursday, 15th October, 1981

Karen Fontaine tells me that "the main pressure on teachers is continual changing in curricula, such 'fastastic' new programs and everyone has to be rushed off and be inserviced to death." According to Karen, "other pressures are only niggling little things. In the past few years, I've given up worrying. I can't change anything, so why worry." Something that really bothers Karen is "when mothers come and cry (literally) on my shoulder about the custody of children in divorce-in-process cases." Karen becomes "furious when reading 'The Bulletin' about teachers' high salaries and long holidays and that teachers don't earn it." Karen remembers an incident last year when "a mother rang at 10:00 p.m. and Norm and I drove in [from their home in a rural area] as we thought that she could well commit suicide." These types of pressures really worry Karen, but she sees them "as part of the new way of life. The other day a student said that she was upset by her father going to live with his girl friend, and that started a flood of similar anxieties, with eleven out of nineteen students having similar stories."

Karen tells me that she thinks that her (teacher) training, in (teaching) methods, "was my most valuable aid to teaching. I still remember the faces of many of my instructors. I think that teacher training should, and must, go back to that, as student teachers don't know how to teach basic lessons in Math and other subjects." Barbara had motivated this comment by Karen on teacher training, by initiating a discussion on the student teacher who is with her at present.

Barbara commented on the impact on her, as a teacher, of having a student teacher with her class. Barbara said

> I don't feel that student teachers gain so much from the early part of the school year, before I'm able to get the students into my way of thinking. There are many things that I've wanted to teach my students, such as discussion, but I've not had the opportunity and so the student teacher will not see them in action. My Grade Six [students] will just go ahead and work, with very little direction.

As Karen, Barbara and I discuss pressures on teachers and teacher training, Alf arrives in the staff room and listens to the discussion. For Alf

> The major pressure [in teaching] is children lacking discipline. It would be much easier to teach if the children had been trained to behave. I think there's a general malaise in society, with [the idea] that education has less value than previously, probably due to social and economic problems, and the degradation of family life. Teachers have to try to discipline children. With some [teachers] there is success, while others are just shoving them through, trying to help as much as possible, [sending them] on to the next level, hoping someone else will add to your efforts, or children will drop out or [go to] a specialized program, for the wrong reasons. If this problem was erased, teaching would become a joy again. Often you work your heart out trying to prepare an interesting lesson and then discipline problems make it a flop, so teachers ask if it's worth all the effort. The problem has increased in my eight years of teaching. I don't think it's really my attitude, but children can't be 'reached,' as they don't have the same values. It's very stressful when you're doing something you believe is important and it doesn't turn out just as you expected it.

While Alf is talking Janeen comes into the staffroom for coffee, sits down and listens to Alf. Janeen says that she thinks that "Elementary teachers are conscientious, and involved with the students and with the community." She says "I'm very pressured for time," in referring specifically to the hassles she has in driving to and from school. Janeen thinks that "teachers at Mimosa are under no more pressure than elsewhere, as I felt the same pressures when teaching in several other schools."

Several of the teachers enter the staffroom for afternoon recess, and Natalie talks enthusiastically about teaching. She says that

> A good teacher is like a T.V. camera, a human, emotional T.V. camera. The teacher watches children for restlessness and other physical cues. A teacher shouldn't talk when children are talking, and needs to be aware of everything that's going on. Relationships are the most important thing. The real pressure is monitoring twenty five children for five hours each day, checking on their growth, seeing that they are learning.

Natalie tells me, upon my asking her, that "the main pressure of your research is time. I'm keen on the research and very happy to be involved, but I'm always extremely aware of time."

Our conversation moves on to the topic of Natalie's next Social Studies unit. She says that she hopes to have the introductory activity tomorrow (Friday). This activity is the

> many times postponed field trip to collect items—the topic is the Natural Resources of Alberta. We will leave [the school] mid-morning, take lunch and be back by 2:30 p.m., so that we can discuss our findings in class. I'll try to integrate Language Arts and Science with the Social Studies unit. My Social Studies and Language Arts are mixed up, time-scheduling-wise, by Physical Education and Science, but I expect to have forty five minutes for my Social Studies introduction at 1:30 p.m. on Monday, depending on how much is done tomorrow.

Natalie tells me that she's flexible, in the timing of her lessons, and if there is a conflict with Henry's introductory lesson (to be on Monday), then she can switch the time of her lesson. I mentioned to Natalie that Diane told me that she forgot that I was in the room (observing a lesson) yesterday soon after she started the lesson. Natalie says that my being in the classroom doesn't affect her, as she's "had a Master's student observing me teaching Language Arts, for the last two years, and others, so it doesn't worry me." For Natalie,

> planning is not stressful. It's just like doing University assignments. It's just the relationships with children [that are stressful]. I didn't feel the same stress at University that I do in teaching, although I did put some pressures, as regards my expectations, on myself during my University years.

Janeen came over to where I was sitting to ask me whether I'd like to be involved in the P.D. (Professional Development) day on 26th October. As I said that I would like to be involved, Janeen told me that she's

> sending numbers in. Social Studies is in the morning with a team of [Social Studies] supervisor and [Social Studies] consultants and E.O.F. [Educational Opportunities Fund] teachers, at various locations. The afternoon [session] will be on student placement, with everyone having the same session, but probably in different rooms.

Karen Fontaine tells me that she doesn't feel pressure, saying "I just do my best." Natalie says that she thinks that she's "more worried this year than previously," but she agrees with Janeen who says that "for the first two months or so that I [Natalie] am more anxious than later. I tend to be excitable and put myself under pressure." For Julie O'Shea, the thing that causes her to feel the most pressure is

> time, with so many things to do, planning and marking. I sometimes feel pressured if I hear that Diane [her fellow Grade Two teacher] has done something, and wonder if I would have thought about it, but then I find that I'm ahead in other areas, so it makes no difference.

Julie had mentioned earlier that her babysitter (for her two year old daughter), with whom she is very pleased, "does some things that I'm not sure I would think about if I was at home, such as making a tree and sticking real leaves on it."

Regarding teacher influence, Julie thinks that "the Principal and other teachers, especially Diane this year, Natalie last year, have the most influence on my teaching. Janeen will be of more help when she has more time." Julie thinks that "Janeen is always good for encouragement, and has ideas on how to approach a situation. My past way has been to ride to school with Janeen, but there's not been much chance to do that this year." As another influence on her teaching, Julie says that "the curriculum guide will always have an effect, as to what and how to do it, but you have to rely on your own ideas and talking with other teachers." Julie tells me that she's had an opportunity to reflect on what causes the most pressure on teachers, in consequence of a brief discussion that we had on that topic earlier. She says that the most pressure is

> on covering everything that you're supposed to, especially near the end of the year, and when trying to speed up the students who don't seem to understand very well. I thought of this as I was writing up my plans. You need to get them through certain basics as they need them for the next year, especially in Math. In some other areas there's not such need.

Julie says that last year in teaching Math to Natalie's Grade Four, she realised that

> The Grade Four Math Curriculum is very heavy. It's not quite as heavy in Grade Two. I still think it's better to cover some areas very well, rather than skimming all. They (developers, administrators and even parents) expect you to complete certain ones. One parent last year was very concerned that a certain unit wasn't done. Parents think that things should be finished or you're not doing your job. The parents will wonder why a certain part at the start wasn't done this year, but the books weren't here.

Friday, 16th October, 1981

According to Laura Lanner the main pressure on teachers is "trying to teach all curriculum areas and to be up on all changes occurring, and having time to prepare resources for all areas, till 6:00 p.m. each day." Sid thinks that there are "many pressures on teachers, but teachers have to learn better how to cope with them." Sid sees himself as an "independent thinker, happy to follow guidelines, but never to be slavish, always free to adapt, to improve, according to my own perspective." I noted that Sid is taking more opportunities to sit and talk with me for a few minutes.

Henry's Planning in Social Studies

Henry had been planning to teach his Grade Six students from the School Board unit, "The Aztecs" at a later stage of the school year, but as the student teacher, Megan, who is coming to his class next week showed an interest in teaching about the Aztecs, Henry has decided to look at the Aztecs as his next Social Studies Unit. He says that he "could have asked the student teacher to teach about the Egyptians," which seem to follow from pre-history (which is the unit that he is just completing with his class), but he thinks that there are probably just as many links between pre-history and the Aztecs. He thinks that the Aztec Unit has a different approach to other units, which "will help with the unit, as there are not separate lessons and so there's a better chance to do a good job and think through it more." Henry thinks that he can link the Aztecs with pre-historic man, letting "the students know that the Indians probably migrated from Asia, developing as stable centres in South and Central America. Then later we could go back as a survey in Europe and the Middle East, and see how culture moves in." Henry said that this approach is "different from the usual route, but I'm glad that [Megan] has come, so I'm out of a rut, and I might like this better." Also, Henry thinks that in doing the Aztecs now it "will allow sufficient time to do the Aztecs properly, in time and effort."

Henry is aware of the provincial unit on the Aztecs, as he taught part of the Unit from the start of the second week.

Henry has read the Alberta Social Studies Curriculum numerous times, and the latest version (1981) once or twice. As a guide Henry believes that the 1981 document is "far superior to the 1971 edition, and is more explicit than the 1964 [Alberta Social Studies] Curriculum." He thinks that the 1981 Curriculum is "trying to nail down some fuzzy areas, and although in the values component it is not easy to specify, they have done a reasonable job." As far as knowledge is concerned, Henry thinks that the 1981 Curriculum is "very broad, and some may criticize, saying that students may only end up with general generalizations that are difficult to assess." Henry adds that "materials are supposed to fit with the Curriculum, but the Curriculum doesn't, and [the Teaching] Units don't touch on how to evaluate, how close you're coming to implementing the Curriculum."

On one point Henry is very definite: "Certainly the 1981 Curriculum is better than we've had before." Of the 1964 Alberta Social Studies Curriculum, Henry says that it was "simply topics." He was not unhappy with it—"you could just use a topic and teach how you like." Henry thinks that the 1964 Curriculum was "seen as [being] knowledge-based," whereas he thinks that the 1971 Curriculum provided a special approach to values education, indicating "how to teach values," and was, in Henry's view "more specific in some ways [than the 1964 Curriculum]." The 1981 Curriculum is more balanced, according to Henry. He says that "if you're designing a unit with the [1981] Curriculum as guide, it is not difficult, if you are wanting to develop your own unit." Henry says that it's "not specific as to what methods will be used but [they] will be different." Henry takes fairly seriously that seventy five percent of the Curriculum is mandatory—"at least seventy five percent on required topics." He supports this prescription "as the Department of Education has been sanctioned to set these down, through the government, and then through the people." Henry says that in the 1971 Curriculum there were not clear guidelines. In the 1964 Curriculum there were clear guidelines, so "after 1971 there was confusion, with quite a lot of overlap within a school and between schools. For example, I found teachers saying they had covered this when it was my role." Henry says that with the 1971 Curriculum, the teacher "could still choose the optional topic as, for example, here at Mimosa Grade Five looked at Ancient Rome, using the same A/V material as for Grade Six." With the 1971 Curriculum there was also some overlap between Elementary schools and Junior High schools, and Henry thinks that there is less overlap now with the 1981 Curriculum. Henry, himself, had some problems when teaching on pre-historic man from the 1971 Curriculum, as that topic "was probably for Junior High, but it was not really established [in the 1971 Curriculum] for Junior High." Also, there were difficulties when students moved to new schools. An example that Henry cited on this problem was that the Eskimoes could be taught as the optional unit in Grade Two, but "then was the main topic in

Grade Three." Henry says that "however, with the [Teaching] Units, they will be for set grades." Henry thinks that optional units shouldn't be from other grade material—"I think that's important, and there are still problems about that [in the 1981 Curriculum], especially with the fluid parts of the Curriculum, especially with limited resources."

As a teacher, Henry doesn't mind being asked to study certain topics. He says that there is "an infinite range, but, in practical terms, not infinite resources." There is need for "stability, for systematic organization across the province." Henry feels that this was also his attitude before becoming a Social Studies consultant, the attitude probably having developed in his second or third year of teaching. He thinks that this attitude was perhaps one of the reasons for which he was given the job of consultant, as in the job interview Henry made this attitude known. He subsequently worked on the revision of the Social Studies Curriculum, that is, what became the 1978 Alberta Social Studies Curriculum, Interim Edition. While involved in this curriculum revision, Henry says that he clearly stated his view, so he's "fairly happy with the whole thing [1978 Alberta Social Studies Curriculum, Interim Edition, and it's slightly changed successor, the 1981 Alberta Social Studies Curriculum]."

One part of the 1981 Curriculum with which Henry would quarrel is the "Model" (on page 7 of the Curriculum) "as others can present other models with good reasons, so there are different ways to do it." By way of example, Henry says that in studying Ancient Rome, by looking at gladiators and then back at spectator sports today, you have a different question from the main issue in the Curriculum. Henry says that his thinking doesn't follow the same lines as the model (in the Curriculum), as he thinks that that model "sometimes works, sometimes doesn't." He surmises that it "maybe [is] not good to fit people into that mode; they may not be happy with it as it doesn't fit their style." Henry thinks that skills in the 1981 Curriculum are "very generalized, almost meaningless."

The topic of the Aztecs is interesting to Henry. He thinks that the content in the Unit is not well chosen, as he tries to remember the central question of the Unit. Henry says that "the Aztecs were not in the mainstream of today's culture, so only for some things do they show how our culture developed," so Henry thinks that this topic is "not as relevant to our language and cultural development as with Egypt." Henry says that he interprets the Curriculum widely, spending more time and energy with Topic A, as he says that "Grade Six is the only place [from the Curriculum] where students can get a look at precursors of our society (it's not in the Curriculum for Junior High or High School)."

According to Henry's observations, "teachers are insecure in Social Studies, so there is fear and confusion. There are so many directions by 'experts.'" Henry thinks that many teachers will follow slavishly the 1981 Alberta Social Studies Curriculum, and he thinks that "that is what the Department of Education wants." Henry says that "primary teachers have said that they don't teach Social Studies, except once per week, but they'll do so now, as they have a guide and materials. They will have a feeling of fulfilling requirements." Henry would not want his own children going through the primary grades without Social Studies being taught, as they would be "missing something important; if it is only being taught because it's in the Curriculum, then so be it!"

Henry thinks that the 1981 Social Studies Curriculum is worded in such a way that "some see great flexibility and others see that they have to follow it very closely, including the Inquiry Approach." Henry says that "it's probably designed that way to keep everyone happy. Teachers' views will be determined by their own minds, whether dependent or independent." He goes on to say that he doesn't think that "too many are feeling rigidly bound by [the Curriculum]."

Concerning the $2.2 million that is being spent by the provincial government to provide In-Service training for teachers on the 1981 Alberta Social Studies Curriculum, Henry thinks that it "could be very useful, or totally wasted." He thinks that the spenders of this money should not set their goals very high, as it is "only a tiny bit of money, and they can't do much." Henry thinks that the consultants who will be responsible for the In-Service training given to teachers on the 1981 Social Studies Curriculum "need to get teachers to have a close look at the Curriculum and look at resources, then at other materials." Henry refers to the Mentor Series (units produced to help teachers to understand the Inquiry Approach to teaching Social Studies) and says that teachers "don't see it [the Inquiry Approach] all together. Also they should be exposed to all of the skills. I'm not sure of the value of looking at a few." He says that for teachers to understand what the Mentor Series is trying to do, they need to spend half a day on the total series, looking at the series in a global approach, before looking at the individual units. He believes that the "Mentor approach needs to be at least over three years, but this money is for one year only. It is only a tiny bit of what teachers have to do." Henry thinks that "some teachers don't have any idea about synthesizing, et cetera, many don't have any idea at all, so it probably won't do much good." Henry says he's "not knocking teachers, but it hasn't been part of their education." He says that he probably would not understand the Inquiry Approach "if he had not taken statistics at University." At the conclusion of our discussion, Henry leaves, talking about independent and dependent thinkers, asking the question: "Do they like following structure?"

Monday, 19th October, 1981

Today I noted that I am sorry that Peter Spence is unwell, with no definiteness of returning to Mimosa School this year. Janeen mentioned that he's with a counsellor and his doctor, and "he'll have to make his decision about returning to teaching." Janeen had said this to Diane and myself when she was interviewing Diane about Diane's planning for the school year. Julie says that "Peter had a really difficult job, as Music teacher and Resource person, and a new situation. It was a lot of pressure." Natalie mentions that "the illness of Diane had a really strong impact on the staff last year, especially on me, as I am so close to Diane. I've seen how Diane is firmly stopping herself when she feels pressured, and I know I have to do likewise."

I talked with Laura of our discussion last Friday, and she remembered immediately that she had said that she thinks she's an "independent thinker." She continues by saying that "I try to go along with the curriculum guide, but when I see that something else is needed, I do my own thing, in the best interests of my students. I don't know if that's right or wrong, but that's the way it is!"

- - - - - -

Karen tells me that she is "very nervous about people observing and interviewing [me]." She gives an example of Janeen coming to her classroom last year

> to see a Language Arts lesson. I saw Janeen come and thought, 'what am I supposed to teach?' and started teaching Math. Janeen looked puzzled, didn't say anything, and was soon called to answer the phone. I looked at my desk, and saw that it should have been Language Arts.

Nevertheless, she agreed that I could be with her for her interview with Janeen, and to observe her teaching Social Studies.

On another subject, Karen says that she's just remembered that

> I'll have to pull out the J.W.'s [children of a religious sect] for the Hallowe'en lessons. One J.W. girl said her mother had had a fight with the J.W.'s and she could now stand up for 'O Canada.' We sing it first thing in the morning. In my class, it's 'sit down and shut up' type of thing in the morning. I remember one girl, a Lebanese, who said that she was a J.W., but only for a week, as her mother found out that they went to the wrong meeting.

Karen chuckles as she finishes telling this story.

Tuesday, 20th October, 1981

Henry came into the staffroom at 3:00 p.m. from teaching Physical Education in the school gymnasium and sat down at the table where I was writing down my recollections of events during the afternoon recess. I presumed that Henry's students were at Music as he didn't leave the staffroom at dismissal time, but said at 3:40 p.m. that he should go and talk to Megan, his student teacher.

During our discussion from 3:00 p.m. until 3:40 p.m., Henry at first talked about his class and the lesson I had taped. Gary (student) is a problem, but has some good points. Henry mentioned about the student with the broken arm. I asked Henry about the boy with no left hand, and Henry said that he "presumes that it was an accident." Henry mentions about two boys diametrically opposite in the classroom, whom Henry has placed in those positions. The two boys, George and Neville, according to Henry, "don't have a good attitude to work. I may have to ring the parents to work out a homework schedule (I've used that method before). It may not work, but at least it gets the parents involved."

Concerning his approach to teaching and schooling, Henry says that teachers "need to develop a positive attitude in students. I like to see at the end of the school year if students have it and I think that almost all do. I can remember one in my career who didn't. I don't think that that boy liked any teachers." Henry then talked about what he perceives to be his own characteristics as a teacher, emphasizing consistency and fairness. Henry says that "I try to be fair in everything, not to let the students think that I'm getting too upset or partial." Henry thinks that his students enjoy his classes, and that they come back years later suggests that, upon reflection at least, they realize that he wasn't such a bad guy after all.

During this conversation Henry really "opened up," and I noted that he seems to be able to talk on from his own previous point of conversation. He believes that a "positive attitude to school and work is very important, and teachers should have it, as well as students, as one usually leads to the other." A positive attitude can be seen in "the matter of consistency, a key point in my teaching philosophy, where students must see the teacher as being consistent, that [the teacher] must not be rattled by circumstances, but rather treat students equitably, although dealing with each situation as individual." Henry expects "students to learn in his classes, but they will not feel any antagonism on the part of the teacher towards them, but as a guide and director." I noted that during the conversation that Henry seemed to be content to talk about teacher role and relationships (maybe important in his view), rather than pupil-pupil interaction.

Friday, 23rd October, 1981

During the afternoon recess Sid Mann sits down for less than one minute; leaving abruptly, he strides purposefully towards the General Office. Henry arrives in the staffroom at 2:25 p.m., sitting at "my" table, drinking his coffee. Sid and Natalie pass through the staffroom on their way from the General Office to Natalie's room. Janeen is sitting at the table near the bulletin board, conversing with Tania Carter, a School Board Health Consultant, located at Mimosa School, her office being the room between the Science Room and the Grade Six classroom area. Natalie returns to the staffroom to collect a cup of tea. Isabel arrives in the staffroom to pay Tania for several packages of nuts, as Tania is acting as sales agent for a local High School, which packages and sells assortments of nuts as a fund-raising venture. Natalie notices that her packages of nuts have arrived, so she goes to her room to get money to pay Tania for them.

After the recess period is over, and most of the teachers return to their classrooms, Henry stays to talk, as Megan, his student teacher is teaching the next lesson and Henry thinks that he should allow her some independence from his presence in the classroom. He says that Megan is busy preparing for Tuesday, when she's invited me to observe her teaching of a Social Studies lesson on the Aztecs. Henry says that Megan had been teaching Art today since lunch time.

Henry tells me that as a form of motivation for his class's daily sessions of Uninterrupted Sustained Silent Writing (U.S.S.W.), he's been talking to his students about the book that he's just finished writing. The book is one hundred and seventy six pages, on Indonesia, and is in line with the 1981 Alberta Social Studies Curriculum (Grade Six, Topic B). The publishing company of McGraw Hill is producing the book, and Henry had supper with the editor last Wednesday. Henry says that the editor is very keen about the book, as is Gary Nolan, the Director of Social Studies for Alberta Education. Henry assumes that the book will be assessed by Alberta Education during the coming fall. Henry started writing the book at the end of 1978 and finished it six months ago. It has many illustrations and Henry believes that "it will allow teachers to leave out parts or chapters—it's a book for students." Henry thinks that Indonesia is "good to do, as it is fairly typical of developing countries, yet with political stability and quite a few resources ready to be developed." Henry says that other companies have produced materials on China and Japan for Topic B (Grade Six), but he thinks that "they're probably rehashes of materials in other parts [of Canada and the U.S.A.] and are not directly applicable for Alberta."

Henry told his students that he may not get much money (for writing this book), so they asked him why he was doing it. He told them that it was the "sense of accomplishment." He thinks that "students need to understand that." Henry took the opportunity to write the book as he doesn't think that such opportunities "often come up, and I think I'll look back with pride at my efforts."

Henry told me that his student teacher, Megan, was going to teach the research issues for the "Aztecs" topic on Tuesday, when I'll be observing the lesson. Henry says that he had forgotten about Megan teaching that lesson, and he says that

> I just noticed that I hadn't planned to do that when I sat down at noon today; I am interested to see how Megan handles it, as I think that she may provide many of the questions herself, and I'm not sure that that's so bad. I would probably do that myself, have the students go through the exercise [of thinking of questions] and then I [as teacher] would produce a list, expecting that the students would suggest some from my list. Then I would tell the students that they would be looking at these questions.

It seemed to me that Henry was looking for support of his comments, as he has done previously, when speaking about methods and teaching concepts. I noted that "I'm not sure whether he's drawing me out, or looking for support."

Henry talked of teachers' ideas about the Inquiry Approach in teaching Social Studies. He thinks that many may not understand it, and that many may not have read the document (1981 Alberta Social Studies Curriculum), "despite the fact that most of [the teachers] have had In-Service on it in 1979/80, when this school was part of the Educational Opportunities Fund (E.O.F.) Project." (Henry was the Social Studies leader at the school during its involvement with the E.O.F. Project.) Henry says that "I expect that [some] teachers are probably confused about what can be termed the Inquiry Approach." He thinks that the up-coming Professional Development day In-Service session on Monday, 26th October, will be "on resources and how to use the Teaching Units." He plans to take the Grade Six Teaching Unit (Topic B: "The Aztecs") to the In-Service session "in case I need it."

Wednesday, 28th October, 1981

Barbara Benton shares with me her views on how the Social Studies session at the P.D. day affected her. She says that

> They use that Flow Chart [1981 Alberta Social Studies Curriculum, p. 7] in every session you ever go to. [Among teachers] there's more interest in what can be applied in the day-to-day situation. There are so many resources and teachers don't know how to use [them]. There's so much in Edmonton in all areas and not enough time to properly work out how to use them.

I asked Barbara what she thought of the Social Studies conference that she had attended last weekend. In giving her reactions, Barbara said that one of the main speakers, Ted Byfield (editor of a conservative weekly tabloid) had advocated that the Social Studies Curriculum

> should go back to history and geography. I think there's a place for both, so that students can base decisions on knowledge. [At the conference] I got a kit on 'Money in your life,' by the Canadian Bankers' Association. I chose to go [to that session] as my class has seen it [money] as a problem.

> Some don't have enough, others have $70 per month from paper runs. [The session] turned out nasty, when three [teachers] went and turned on the speaker. They thought that the speaker was trying to push bankers' values on children, but I thought, and others did too, that as money is part of life [the speaker's approach] was quite valid.

Upon reflecting further on her reactions to the conference, Barbara says that "every time you try to force things by law, you bring on lots of problems" (referring to the prescription of the 1981 Alberta Social Studies Curriculum). Barbara also expressed concern about "how Canada is changing from the kind of Canada in which I grew up, as then we had very few dark-skinned people at all." This comment relates to recent news items about racial disturbances in British Columbia, with some incidents involving clubs and sticks. Barbara is concerned about immigration "in that [immigrants] seem to congregate in communities. Such incidents [with clubs and sticks] shouldn't be happening in Canada. I would like to see more interaction to break down these racial conflicts." Barbara is very definite in her views, but doesn't want to be seen as a racist.

- - - - - -

Julie O'Shea thought that the P.D. day

> was really good at Social Studies, as we went through a new unit on Our Neighbourhood. I'm doing that at the moment, so I was given an early copy of the unit. I think that it has great ideas and children will really learn things and enjoy it very much.

Julie says that she took only a few notes, as she and Diane were together and Diane took notes. She tells me that she'll be starting the next unit at the end of November. She says "we will be starting the Christmas theme then. It's not really like other Social Studies units, but it's still Social Studies, I suppose."

In the staffroom Pat and Barbara talk together about some of their teaching practices. Barbara mentions about having her students "spell the names of countries." Pat disagrees with that practice, but Barbara says "I have the students working in pairs, and give two marks for each question, and the lowest [in the class] is seventy two out of one hundred, and the students really enjoy doing that." Pat then says "I get mine to work in pairs and check on maps where the places are, including where Janeen lives." Barbara says to Pat: "you do intricate planning for everything and you've got it all done, haven't you, Pat?" Pat replies that "I'm redoing Social, but I've finished Language Arts and Math. I throw out a lot and don't teach it again. I like detailed planning." Barbara comments that she finds "it very difficult to stick to detailed planning." Pat says that "on 20th September I had a very good idea of where I was going, except in Social, but it was great at the P.D. day, as they went through a whole unit, with great ideas."

A Matter of Choice

I had an opportunity to talk with Sid Mann about his next Social Studies unit as he was preparing food and drink for his Patrol group's lunch, his way of commending them for their work. Sid had intended that his class should study "The Greeks," but after an In-Service session on "The Aztecs" (and possibly because Henry has decided to study "The Aztecs") he has been considering changing to "The Aztecs." However, he's not sure of the usefulness of "The Aztecs" unit, not sure that there are enough substantiated facts about them, and he thinks that the unit as presented at the In-Service session was badly biased. He thought that the presenter at the In-Service session suggested that the Aztecs had a great society and we have a poor one, with the implication: how can we be like the Aztecs? Sid would like to know the full story of the Aztecs. He asked me which one that I think that he should do. Then he continues talking about studying the Greeks, as he's done that unit before, he has plenty of materials, and he believes that it is much more closely tied to our present-day culture.

To study the Aztecs would have the appeal of it being different, but he's not very sure of its relevance to children here today, especially the way in which the unit is presented. Sid thinks that the developers chose well in developing the Aztec unit, as it is interesting for children, and "you can learn a lot from them." So at present he's undecided. He thought that the Social Studies session of In-Service was useful for giving him some ideas, but he wouldn't use the game that was presented—as an adult he was bored, and didn't see the relevance of it until it was explained by the instructor. He doesn't think that it would appeal to children, but says that he wouldn't really know until he tried it. However, he doesn't intend trying it as his present judgement is that it would fall flat. He had serious reservations about the afternoon In-Service session, of the Professional Development day, as the purpose could easily have been achieved by school surveys, so he thought that the afternoon was mainly wasted.

Thursday, 29th October, 1981

Sid says at recess that he isn't pressured by others, but by organizations and scheduling, adding that "I don't worry about the expectations of others."

Janeen tells me that

> I've been spending days trying to get a replacement for Peter Spence, but the right type of person just isn't available. I've been ringing quite a few, and it seems I may have to take it on myself, or dissolve the position and perhaps give up some of my job to someone else, but I don't know what.

She says that she spoke about this problem at a principals' breakfast this morning.

- - - - - -

Natalie is very excited at 3:45 p.m. saying "I'm off home and glad to be going." I asked her if she was feeling relaxed because her interview (with Janeen about her school plans) was over, and she replied "No, but I'm determined not to become a victim of pressure, which I think is heavier here at Mimosa than at many other schools." She says with a smile that "yesterday I left at 4:30 p.m. and the day before at 4:00 p.m. I think that I had been getting so washed out with pressure and planning that I was losing my effectiveness in class."

Earlier Natalie had reacted to Janeen's order "for her to start the Torbe Grid in her class tomorrow." (Janeen had told Natalie to do this during Natalie's interview with her.) Natalie says

> I seethed inside. What Janeen said was alright, as I think I should have started the Grid, but I was very upset about how she said it. The fact that Janeen was right was why I didn't

> object to what she said. I thought that Janeen could have been much more pleasant in the way she spoke to me. The staff know that Janeen has been very tense for the last couple of days, possibly with hassles [in her personal life].

Natalie then goes on to say that

> Yesterday I was talking to Barbara and another teacher about a problem child and how to deal with it, and the bell went. Janeen said 'Right now, girls, back to the classroom.' When she didn't get any response, she said in a very sharp voice 'Move it!' obviously with a lot of meaning. I just stared at her and kept talking with Barbara for forty five seconds on the subject and then left.

When some other teachers entered the staffroom Natalie whispered to me: "I objected to how Janeen had spoken, rather than what she said. I have a lot of time for Janeen, as she has taught me a lot, has many good ideas, and usually treats me well."

As we walked to the carpark together, Janeen told me she had never "lost" a teacher before (referring to Peter Spence) and said that "it is very worrying and tension-producing."

Tuesday, 3rd November, 1981

As we talk together in the staffroom, with Karen's class being taught by Adele, the student teacher, Karen tells me several of her pet sayings:

> Sit on it, or I'll spank it! (not meant literally, but it's usually effective).
>
> You want a Fontaine milkshake? (Karen shows me what she shows the students that she means by shaking her two hands as if shaking a child. She says "I use them more as attention getters.")
>
> I'll eat you for lunch between two pieces of toast, and no butter [with a pointed finger]. Karen says that "I first used this [saying] during the snack program, with a child who was being silly at snack."

I asked Karen what she thinks it is that makes her the teacher that she is. In reply she says:

> I've no idea. I don't suppose I'm much different from anyone else. I'm a great believer that education should be fun, not only for students, but for myself as well. I remember my own experience in Grade Four as being very different to fun. I was not allowed to be an individual and that was difficult, as I wasn't used to that kind of life.

Karen says that Janeen

> is influential here at Mimosa because of her position [as principal]. Maybe she wouldn't be influential if not [principal]. Perhaps Pat has potential [to be influential] but it's hidden at the moment, although he's only been here for two months. Last year Margaret Brown [now retired] and myself were rather influential. I think I have some professional influence here.

As for social influence on the staff Karen says that "Natalie and Janeen like to organize social events, but they're so young that they don't really influence me." Karen thinks that "Janeen is the only influence on curriculum [at Mimosa School]. As Principal, if she says so, then you do it. But besides that there's always a way you can wiggle it around to your own way." Karen tells me that she went "to two or three inservice sessions, with Janeen as consultant, before she became Principal, and she's an excellent speaker and really gets you enthused."

Karen thinks that "there's quite a deal of tension at school among the staff at present. Natalie and Elaine are not happy about being told what to do." After Barbara comes into the staffroom to ask Karen if she can spare any old crockery for the staffroom, Karen continues her comments to me saying that "I'm not very happy with the situation here at the moment." At 3:17 p.m. Karen tells me that "I can't go into class now, as I would be ticked off [by the students], as they're doing U.S.S.R. (Uninterrupted Sustained Silent Reading)."

Barbara has remained in the staffroom, and tells me that she's "behind in Social Studies, so I won't be starting the next unit until 9th November." Karen says that she's

> probably a little behind in my [Social Studies] program, as Barbara is, due to the student teachers being here, but I've really enjoyed Adele being here. I think that Adele has helped me as much as I've helped her, and she's the type of person with whom I'd like to team teach, if ever I team taught.

Sid asked me today whether I'd be able to use all of the information that I'm collecting. I suggested that what I don't use in this dissertation could be used for later papers.

Influence of a Student Teacher

Isabel Adair, after several weeks with little interaction with me, sits down near where I'm writing, to talk, and to explain her lack of communicating with me. A time of adjustment has been required for her and, she believes, for some other teachers, to fully accept my continuing presence (length of time) and the constant note-taking. Isabel believes that she has adjusted now, but it has been a novel experience for her.

Isabel goes on to say that she felt that she would like to share with me some of her thoughts of her present situation, relating to the student teacher, Cathy, who is working with her class. In Isabel's view, having a student teacher is a "good and different experience" for her. Isabel likes to talk a lot about lessons with the student teacher, so they spend "much time on methods and taking lessons apart," and this has helped Isabel as well as Cathy. According to Isabel, many experiences are the teacher's own in the classroom and can't be shared, so it is very helpful to see another with the students, able to observe problems and improvement. Isabel thinks that Cathy has established a good relationship with the class, with the students accepting her readily. Sometimes Cathy is the teacher, at other times it's Isabel.

From Isabel's perspective, the students tested Cathy as teacher in the first two weeks that Cathy was with them; the same behaviour that Isabel saw in early September, when she first taught the class. In the areas of control and discipline, Isabel and Cathy had many talks on strategies that could be used. Cathy gradually moved into taking the whole class, and she began experimenting, doing what "she felt comfortable with," able to "run programs." Isabel says that she likes to allow student teachers to find their own teaching style. However, after several weeks with Cathy teaching most of the time, Isabel feels that she is losing touch with her students, and would "like to feel that I'm back in control again."

Having a student teacher has affected Isabel's relationships with other staff members, as she finds that she doesn't talk as much as usual with them. This happens because she "talks to the student teacher about [the class], and so I have dealt with it." Previously she had talked a great deal about her class, especially with Laura Lanner, the other Grade One teacher.

Yesterday was a watershed day in Isabel's relationship with her student teacher. Until yesterday, Isabel had Cathy follow her plans, allowing Cathy to choose what lessons she would teach, from Isabel's plans, and also for Cathy to decide how she would teach each lesson.

However, yesterday Isabel left a blank page in her planning book, leaving it up to Cathy to plan and to ask for any help or materials. That procedure will continue for the rest of this week (Cathy's last week for this round of student teaching) as Isabel believes that there is a "point at which you stop holding the hands of student teachers." Our discussion concluded as Isabel had to go on supervision duty.

Wednesday, 4th November, 1981

Isabel talks to me about staff meetings. She says that she was less tired yesterday (after the staff meeting) than after the previous meeting. She says "it was probably due to my drawing—I must remember that for the future. I thought that there were fewer decisions to be made in the next few weeks, and fewer things were told [to us] at the meeting [yesterday]." She says that

> Sometimes at staff meetings you are so tired that you tend to make decisions by expediency, and that's not good, as often you feel badly about it upon reflection, although at the end of the year you look back and realize that everything went alright, however, with more or less degree of trauma. The meeting [yesterday] still went on for a long time, in contrast to earlier meetings [here at Mimosa].

Janeen comes to the table where I'm sitting at afternoon recess and talks throughout the recess period. Her first topic of conversation concerns the contract that she has drawn up between several of the staff and a boy who is seen as a discipline problem. She tells me that

> I thought about it last evening and I didn't want you [Ted] to get the idea that it follows my philosophy, but it is a matter of expediency, rather than following the ideal. I can't tell teachers how to teach, so this is my indirect way of solving

> problems. I can't really expect the student to follow it, although Alf told me that George improved remarkably yesterday.

Janeen tells Mary that the contract with George is in her office, to be signed by Mary. Sid comes over to see Janeen about George, a student who has hurt another student in the playground. Janeen tells Sid to "tell George that he's not able to play outside, period, but can only go to the washroom from the classroom and he's to sit in the area near my office." Sid concurs. Janeen tells me that "I don't think that I would have a problem with George, as I'd be positive with him and so he wouldn't misbehave."

Then Janeen tells me that she's very excited

> about three articles that I read last night in a Language Arts book. I got so excited, and I'll bring it here for photocopying, that I want to share it with the staff. What I found especially interesting was one article describing the stages of teaching style on a continuum. I think that I'm at the end called 'child-centred integrated.' Most of the staff here are about mid-way along the line.

She says that "I like finding such great ideas and passing them on to the staff.

- - - - - -

I spoke to Natalie at the door of the staffroom, as she was leaving for the day at 3:50 p.m. Natalie seems to have developed the attitude that she will not allow pressure to get to her. It seems to be an attitude akin to defiance. She tells me briefly that "my problems seem to be administrative." As I had been talking to Cathy and Adele, two student teachers, about their views of Mimosa School, Natalie says that she hopes that I'll give feedback to the staff on the student teachers' views. Then she talks about yesterday's staff meeting. She says:

> I felt very frustrated, as were Pat and Diane and others. There was little chance to discuss, there was too much information and I hate being read to. What I could read in forty five seconds was read in five minutes. It was a waste of time and showed lack of respect for teachers' intelligence. I have two University degrees [in Psychology and Education] and I believe that much of the material presented [at staff meetings] should be in writing, for teachers at their leisure. I objected to Janeen's comments on report cards. The staff did not agree on a policy last year of three reports and two interviews, but Janeen had told us that it was the Department of Education policy.

(Diane later told me the same story. She had gone to Janeen to express her concern about it, and Janeen said that she would look into the matter.) Natalie mentioned to me that Diane was going to see Janeen (about this). Natalie says that

> I felt like a little girl when Janeen told us that she [Janeen] would not continue [with the staff meeting] while Pat and I kept talking [together]. I didn't know that Janeen was ready to continue, and I didn't like being told in that manner. Nor did Pat who felt like a little boy. Also I didn't know about 'proper' procedure when I started to ask a question, when Janeen said 'the motion will have to be put first.'

(Natalie says this in an ironical tone and expression.) Natalie says that

> I was very frustrated by 5:15 p.m., with very little accomplished. I also think that it's too much for the staff with the 3rd December [Tea and Bake Sale] and the school concert. We're further ahead and have less to do than last year for the sale, but I think that the music specialists should do what they can about the concert. We just have too many things to do. I think that you'll find that many teachers felt very frustrated after [yesterday's staff] meeting.

In speaking to Diane in her classroom, after collecting samples of her students' work that she had placed in my mailbox, she reiterated several of the points that Natalie had made, quite spontaneously, stressing several of them. She says that

> I thought that much time was wasted [at the staff meeting yesterday]. I wasn't interested in hearing many of the things

> said. I don't like being read to, and there was too little opportunity for discussion. Most of the things that I wanted to discuss were passed over very quickly at the end.

She says that she was unhappy about the situation with report cards. In thinking about the approach of the previous principal at Mimosa School, Diane says that the previous principal

> had staff meetings for half an hour and left things to the teachers. I'm not sure which is better. I think that Janeen is looking for promotion and I don't think that she would change even if a large number of the staff expressed a wish to change the staff meeting format and length. Janeen is a forceful woman. I've been to her individually on occasions about this, and nothing has happened. Janeen listens, or appears to listen, and that's the end of it.

Diane says that she realizes that Janeen is under much pressure. She says that she is "looking forward to the P.D. [session] tomorrow, as I'm still learning about this writing program, and I try to put ideas into practice as I hear them."

Thursday, 5th November, 1981

During the noon hour Henry and I had lunch together, and discussed educational systems in different parts of the world, as Henry was interested in hearing about the way education is organized in Australia. Henry talked about the education systems of the U.S.S.R. and other "closed" countries, mentioning that he thinks that "people in those countries will learn about other ways of doing things as satellites beam into them." He sees "lack of knowledge as a major reason for the Soviets and others falling behind in technology." Also, he thinks that South American countries are at present all ruled by "strong men—who rule through ignorance of the people."

Henry believes that Karen Fontaine, Sid Mann and himself are not "pushed to follow the rules and regulations of Alberta Education to the letter, whereas [some] others feel coerced into doing so—have the idea that they may be fired." Henry thinks that Sid doesn't feel the need to slavishly follow the Curriculum as he and Henry have talked about it (the 1981 Alberta Social Studies Curriculum) and other curricula. Henry has told Sid that "you can follow the spirit of it without following the letter of the law." Henry points as evidence of this to "the long time that Sid spent on the unit of pre-history." Both Sid and Henry taught a unit on pre-history to their Grade Six classes and there is no unit on pre-history in the 1981 Alberta Social Studies Curriculum.

Henry says that he only follows what he thinks is best and appropriate. He thinks that "many teachers follow the [prescribed] Curriculum [in Social Studies] as they don't have time to collect resources for developing their own units, and Curriculum units are ready-made resources, readily available." Henry is writing a textbook on "Indonesia" for a Canadian publishing company, and he is keenly interested in this project of his. He says that he sees it going ahead now, but it will take twelve months to produce. However, it will be able to be used in Ontario, as well as Alberta, so it may be profitable.

Friday, 6th November, 1981

I have noticed that Natalie and Barbara are very good friends and they've told me that they often talk to each other on the phone. Barbara says that "Natalie questions a lot and that starts philosophical discussions." Today Natalie and Barbara walk together to their cars, after school, with Natalie having rung her husband to tell him that she will be home soon, but later than planned. As Natalie and Barbara talk, Barbara acts as advisor and tells Natalie that she's not handling the staff meeting situation well, saying "you need to be less direct and forthright. You're more likely to get things done if you're diplomatic." It is interesting to observe their relationship. Natalie seemed to accept, almost as an apprentice, the advice that Barbara was giving, with Barbara saying to "stay cool but don't give in to authoritarians."

Planning in Social Studies—Barbara

The topic that Barbara has chosen for her class to study next is "Canada: A Meeting of Cultures." The materials in the Grade Five Kanata Kit and the book, "Canadian Frontiers and the Settlement of the West" will be used for background material, for ideas and resources. In her planning Barbara has looked through a film catalogue, photocopied sheets from the Kanata Kit and is presently examining a unit based on Canadian Frontiers, by Dueck. Barbara says her planning is "a hodge-podge." The teacher aide, Terri, has been very helpful in the collection and preparation of resources. (Barbara is one of six teachers whom Terri assists.) Although Barbara has the title of the unit emblazoned on the class bulletin board and has some relevant pictures displayed, she says that her students don't know anything about the unit yet.

The reason that Barbara is teaching this unit is that it is prescribed. She says that teachers are required to follow the prescribed program for seventy five percent of the time spent on Social

Studies. As far as resources are concerned she uses what is available, and she is pleased that the book on Canadian Frontiers is written at a level that "her students will be able to handle."

Barbara has not yet read the 1981 Alberta Social Studies Curriculum Guide. She says that

> Certain sheets were sent out [to us] that list areas of studies for each grade level and materials for resources, and I can read small amounts of materials. I have read some of King's [Provincial Minister for Education] ideas about values and found them a little overpowering. Many [values] are done as competent people in the classroom. They are ongoing, not especially taught as values.

The approach that Barbara perceives has been used in the Social Studies Curriculum is towards values and opinions, "an active kind of Social Studies." In her view the kind (of Social Studies) that the government wants is "factual-based approach," but Barbara doesn't think that that is yet in place. She thinks that the Government feels that the values/opinions approach is not very successful.

Barbara says that she goes into the classroom and does her own thing—a mixture. She sees a definite place for research, forming opinions, resolving problems, and she sees herself as being in "the middle of the two approaches." However, she then adds that she doesn't completely do her own thing; she uses the approach that she feels is best for the students in her class. When decisions have to be made, it has to be with the whole class (in mind). Barbara feels that you have to be knowledgeable to express a reasonable opinion—"we all run into people in life who express opinions but don't know what they're talking about."

Barbara says that she's been around long enough that she follows the course outline, but she believes that the classroom teacher is the decision-maker and decides what happens in the classroom. The Curriculum couldn't be used in the same way by everyone, as all teachers are different, and each class is different. Barbara thinks that curriculum developers should give a core outline, with suggested resources, and allow teachers to develop their own programs. She would like to see included some types of maps and graphs, especially where special books are unavailable.

Planning for this new unit in Social Studies will be completed over the weekend, so that the unit can start on Monday. In considering outcomes, Barbara hopes that her students will definitely be more aware of ethnic groups, hopefully more acceptable of differences, and be positive (in attitude) toward differences.

(Much later in the school year (9th March, 1982) Barbara told me that "I do not believe in throwing out the curriculum, as school would be hopelessly hit or miss; there should be a basic guidelines. The curriculum is also a form of control, and the public should have that, as they pay [for schooling, through taxes].")

Monday, 9th November, 1981

Pat Planning a Unit

The first step that Pat took when considering which unit to teach in Social Studies was to go through the Curriculum Objectives in the 1981 Alberta Social Studies Curriculum. He charted the objectives as best he could, so that he could see where the students were to start and end and to consider the possibility of integrating Social

Studies with Language Arts. He then "went through the available resources in the school," and set up semester plans and resources. He breaks his yearly plans into three parts, so he places objectives into three parts, to fit in with the three reporting periods. Pat describes this as a "dull approach" in Math and Language Arts, but he finds it to be fairly effective. Having considered his semester plans, Pat then works on his three-week daily plans, which he terms "active teaching modules," leaving four weeks to cover each module plan, to allow for spillover, reteaching and revision. This idea has evolved from years of experience, becoming part of his style five years previously. He believed that there had to be a better idea than day-to-day planning. Pat tried this method in four week periods, but found that that was too long. If students miss out in the first week, it is too late to go back at the end. He thinks that two weeks is too short for daily plans.

Pat says that he knows how the 1981 Alberta Social Studies Curriculum works. He feels professionally obliged to follow the Curriculum absolutely, to meet the Objectives. He would prefer that the Curriculum was presented in chart form. He thinks that there is too much emphasis on process and not enough on specific skills—it's "too open-ended," allowing teachers to do what they like. Pat doesn't think that that is the intention, which is probably much more specific than indicated in the document. He thinks that since the 1936 Alberta Social Studies Curriculum (Elementary Guide for Social Studies: Enterprise), problems in Social Studies stem from too much open-endedness, so teachers continue what they are doing or wish to do.

The same problems are not present in Language Arts or Math.

In planning Pat takes into account four major elements: first, the Objectives that are provided in the Curriculum; second, the resources that are available at the school; third, what Natalie is doing with the other Grade Four class, for consistency in the grade; fourth, the needs of the students. That is his order of priority, especially as he is teaching a new grade (for him). He feels that he is just starting to understand what Grade Four children need. Pat believes that next year his fourth priority (needs of students) will move higher up on his list of priorities. He thinks that this will happen as he'll "assume a lot, or be familiar, so much of the other priorities will be automatic." Pat thinks that "my approach this year is almost that of a first year teacher—it has to be!"

According to Pat there is no real difference between the 1978 Alberta Social Studies Curriculum (Interim Edition) and the 1981 Alberta Social Studies Curriculum. He remembers that teaching was different in 1978, as every two years or so every teacher would go nutty with the same material.

This year with younger students than previously, Pat's strategies have "changed immensely." His expectations have changed as he has seen the situation at the school, and hence his strategies have changed. He doesn't know whether he will meet the objectives—either of the Curriculum, or his own (which are skill objectives).

Being obliged to use the Inquiry Approach, he does so, even though he doesn't think that it is as effective, the way it stands at present, as other approaches. Pat thinks that this present approach

(Inquiry) is not effective in giving students Social Studies working skills, and definitely not as good as giving content. However, the new approach (Inquiry) is directed towards one third content and two thirds to teaching life-skills (at least in attempt). Pat is not sure if the Inquiry Approach is the most effective way of succeeding in these Curriculum objectives.

Pat was approached "by Max Minnis, ex-head of Social Studies," about being involved in the development of the Kanata Kits, and to be an E.O.F. (Educational Opportunities Fund) teacher for the last two years. Pat met the "lady in charge of the Kanata Kits," and listened to her sales-pitch. When she had finished her story of the program (of developing Kanata Kits) Pat mentioned to her that she hadn't asked about his background in History and Social Science. She replied, so Pat related: "My God, don't tell me that you're one of those who think about History and Geography!" She went on to say that her criteria for involvement in Kanata Kit development were that he was able to work under pressure and be able to communicate. Pat thinks that that is the philosophy behind the Teaching Units (including, he says, the Kanata Kits), produced by the School Board and Alberta Education. Pat is very happy with the Heritage material, however. In reference to his proposed involvement with the development of the Kanata Kits, Pat said that his philosophy was so different (from what he perceived the Project's philosophy to be) that he had nothing to do with it, as he "believes in History, et cetera."

Pat believes that it's accommodation on his part that he changes his objectives to suit the objectives of the system. He says that as a teacher he has to teach to those objectives, that "you can't be an effective teacher if you don't, and you'll screw up the kids for future grades." By way of explanation, he gives the example of equivalent fractions in Math (which require development stages in learning). That argument, so Pat says, holds less specifically in Social Studies, and "everyone seems to be doing their own thing in Social Studies anyway." To Pat, the Social Studies Curriculum Objectives are "rather nebulous and open-ended."

Pat sees general confusion about the intent of the 1981 Alberta Social Studies Curriculum. He sees obvious confusion and frustration concerning the materials provided, and "an obvious alienation towards those at the top." Pat believes that there is consensus, with "everyone behind the intent of those in education and government, but confusion and frustration at the "intention into practice" in the attempt to Canadianize. Pat thinks that teachers are sick and tired of the personal ego that goes into producing the Curriculum. Looking at a three to five year life-span for each Curriculum (document), "taxpayers would be up in arms with the garbage that's going on, and teachers with six years or more of [teaching] experience would lead." Pat discussed with Jennifer Morgan (Language Arts Consultant) at the Professional Development session at the school (in October) about the lack of consistency and definition in the curriculum, with Social Studies being the worst offender.

The unit that Pat is planning to teach next in Social Studies is entitled "How Should Albertans Use Their Natural Resources?" As he has strong personal feelings on this subject, Pat believes that he will have to make a "strong attempt to keep them out of class." His strong commitment of being "very, very pro-Albertan," could flavour his approach. He sees "nothing but disaster" from the Federal Government, and he's absolutely committed to the preservation of land and resources for this generation of children and for future generations. Pat believes in long-term planning, for teachers and for peoples. Always at the back of his mind is the thought that "the West has been used, abused and raped" since before Confederation, and "it's time it stopped." So with this unit, "my whole approach has to be careful, to keep my personal feelings out."

Pat is excited about the unit, believing that the children will enjoy it immensely, hoping that it will "generate a lot of family, if not community, discussion." He will take a low-key approach, as it is "a touchy subject," at least initially. He is really looking forward to using the Heritage books, and not using the School Board material. It will be Pat's unit at the appropriate level for the students.

Pat has been told (at Professional Development session, 26th October, 1981) that the Topic A ("How Should Albertans Use Their Natural Resources?") reading level is at Grades Nine to Twelve reading level. He says that the Kanata Kit that he'll be using next is at a Grade Nine reading level, so "it's chaos," and he'll be using the Heritage books instead.

Pat ends our discussion very abruptly by saying: "My philosophy on teaching is that an educated person is a better person—that says it all!"

- - - - - -

Barbara says (with Natalie present) that she advised Natalie on Friday that she "should stop pushing things for others, or else you will get a reputation as a stirrer and dissenter." Natalie winks at me several times as Barbara speaks, and leaves, saying "I'll have to stop being a lawyer." Barbara tells me that it's alright to tape-record her lesson this afternoon, "though parts will be in groups and don't worry about grammatical errors." Natalie had said before leaving the staffroom that her time for her introductory lesson to her next Social Studies unit "will definitely be Thursday, come hell or high water."

Tuesday, 10th November, 1981

At afternoon recess Alf says that in Social Studies "I may not get onto the next unit until after Christmas, and I'll have to be very careful to hone it down, as I've found that it's very difficult to get resources and it takes so long to go through Unit No. 1—much longer than I anticipated. It just keeps going." Listening to Alf talking, Sid says "I'm glad to hear that, as it doesn't make me feel so bad. I'm several weeks behind my planned schedule."

Thursday, 12th November, 1981

Elaine—Planning a Social Studies Unit

From 16th November until the 18th December, 1981 (the last day of the school term), Elaine plans to teach her students in Social Studies by using the unit, "Christmas in Other Lands." She has twice before taught parts of this unit. She says that she had a list of available units, decided on this one and then looked through it to refresh her memory. It is a Teaching Unit produced and disseminated by the School Board, and Elaine supplements it with other materials as she finds them. She will have to choose from the many countries described in the Teaching Unit. She would like to study some countries that she hasn't taught about previously. She hasn't "got around to Russia and Mexico, and I think I should cut out France."

This Teaching Unit is "supposed to be done in stations, but I have some low kids, so I'll do it as a whole class activity [by reading], and lots of art work will be done individually." There is a lot of integration in this Unit—with Math, Art, Music, Cooking and Language Arts. Elaine says that the Language Arts unit that she is teaching is also on "Christmas," but not as much as in this Social Studies unit on "Christmas in Other Lands." Examples of the extra aspects in the Social Studies unit are a book on customs in other lands, and recipes, and art activities related to various countries.

Elaine is not sure if this Unit is recommended in the 1981 Alberta Social Studies Curriculum, but she remembers reading a leaflet from the School Board about elective possibilities. Elaine uses her own method in teaching this Unit, not going according to the design of the Unit. Elaine has a copy of this Unit from Karen Fontaine, who piloted it for the School Board in a previous year. It was due to be released and available this year, but, Elaine says, it probably won't be available until the week before Christmas, if she "knows how they operate."

Elaine "hated" the 1971 Alberta Social Studies Curriculum, referring to its "values" orientation. However, she remembers "little of it." She was teaching Grade Two at the time and she thought that the "rural versus urban" aspect was the best part of the 1971 Curriculum. Elaine says that she "leafed through the 1978 [Alberta Social Studies Curriculum, Interim Edition]," that she only reads the Introduction to Curriculum documents and that section which pertains to the grade that she is teaching at the time. Elaine told me that she read the Introduction to the 1981 Alberta Social Studies Curriculum because she knew that I was interested in studying its impact on teachers as part of my research at Mimosa School.

This Christmas unit that she is following "usually goes very well." Elaine enjoys it very much, as do the students. Readability is a problem, but "nothing else" (is a problem). The unit "follows the strategies suggested in the Curriculum," and Elaine follows these strategies as they apply to her class. She says that she uses the Inquiry Approach at present, and "I'll try to use it with the Christmas [unit]."

The reason that Elaine likes this Unit so much is that it includes "a lot of fun activities." This includes much art and making lovely things. Elaine "really likes all the hoopla that goes with it." Elaine says that students are very surprised that in Holland they celebrate Christmas on a different day, and don't have Santa Claus. Elaine says that her students are tired of the Inquiry Approach and she believes that "they want concrete things, [as] they're tired of always giving opinions."

This year Elaine will probably start the Unit with Denmark, as "that's a neat one, with some excellent activities and interesting."

The section on Denmark includes Hans Christian Andersen, the miser (who brings gifts), and the Tom Ten books (which are in the Library) by Astrid Lindgren. Elaine found them in the Library, and she's very impressed with "the beautiful and lovely artwork." Elaine says that artwork is interesting and enjoyable, and this Unit is very art-oriented. When working in stations artwork is something that students can do on their own. Elaine thinks that students enjoy artwork "as they don't see it as school work."

(As Elaine is called to the phone, I note that I must check through this Teaching Unit, as with all of the others and that I need to find out how each teacher uses the resources that they use in their Social Studies units.)

Upon her return from answering the telephone in the General Office, Elaine says that there is "not enough time to do [this unit] properly, but I can't really start the Christmas theme earlier." She believes that she can't do justice to all of the material. She personally thinks that this Unit is the best available so far, and she really enjoys it. Elaine tells me that she and Karen Fontaine have modified the Unit. In giving an example of how they've modified the Unit she invites me to look at the flag on page twenty eight and says "that's far too easy."

Elaine thinks that the Unit "tends to get away from what it's supposed to do." She says that the Unit is more on examining what each country does, rather than on bringing customs to Canada. In passing, she remarks that "most children don't seem to have an ethnic Christmas." Elaine also changes this Unit by using parts of the previous Christmas Unit (which was used before Elaine started teaching), including some comprehension exercises which Elaine "gets the students to do." Also, in this Unit there is "no test," or evaluation, and Elaine wants them to do it (evaluation). In this Unit, "it is mainly Reading and Art."

The first time that Elaine teaches a unit, she tries to "follow it as it is." However, she doesn't pay much attention to the Objectives with this Unit, as she finds that she runs out of time. Although there is "technically a month" from when she starts the Unit until the Christmas school vacation, the term is interrupted by the Christmas concert, including rehearsals and films, although Elaine is not sure if there are going to be films this year.

- - - - - -

Pat mentions that he and Janeen didn't finish (their teacher-principal interview about Pat's plans for his class) on Tuesday evening, although they stayed talking in Janeen's office until 8:15 p.m. Pat says "I was really pleased with our talk." Pat says that Janeen thought that their discussion was very good—"all on philosophy, with an argument about skills versus the holistic [approach] in Language Arts, and a critique of the problems here at Mimosa." Pat says that he told Janeen that "all schools have cliques but Mimosa is one big clique, moving on together." He says that "Janeen seemed to be pleased by that."

Friday, 13th November, 1981

I had the opportunity today to talk to one of the parent volunteers, a mother who was having a coffee break in the staffroom.

When I asked her about Social Studies here at Mimosa she said "I'm quite pleased. I think there should be a lot of Canadian content." She went on to say that "I'm awfully pleased that I have one child in Natalie's class. It's close to idol worship. It's good to have at least one golden model as a teacher—a real stroke of luck there."

- - - - - -

Karen and Henry are in the staffroom discussing details of the special event at Mimosa on 3rd December. Henry says that "Karen and I [as the Committee responsible for this event], had decided to call it 'Pie Social' and had sent that in but Janeen had, without consulting us, changed it [to Tea and Bake Sale]." Karen says "that's what administration can do." Henry says "that is so. I don't think they should, and many don't." Henry continues by saying "it is in line with this administrator's practices, of making arbitrary, non-communicated, non-discussed decisions." He says that "I remain here because there are many pluses to being here, that is, around the school, not the administrator."

Tuesday, 17th November, 1981

Karen Fontaine Planning for Her Next Social Studies Unit

"Christmas in Other Lands" is the Unit that Karen is preparing to teach her class in Social Studies. Karen has changed the Unit drastically after piloting it for the School Board three years ago. The Unit suggests that the teacher should use the "station" approach (with each child going to each station to complete a set of activities), but that was one of the reasons that Karen changed the Unit for use with her class. At the time that Karen piloted the Unit, she had "a mixed bag" of students, with only three students in the class managing to do all of the assignment, and much paper was wasted. In the booklet that is part of the Unit each flag and bookmark is on a separate page, so Karen put several of them on each page that she prepared for her students. Karen is pleased that the Unit involves "good" use of dictionaries and encyclopaediae, "anything to save energy-wise!" Karen goes to her work bench (in her room) to bring the cards to show me what she has prepared. She has placed all of the details from the Unit on cards, and has had them laminated so that she will be able to get copies of what is needed, each placed in a folder to be situated at the chalkboard. Karen was able to talk briefly with the Drama Consultant who was "here to help Elaine with her Social Studies Unit."

Karen says that the introduction to the unit, "Christmas in Other Lands," is weak, but she says that she shouldn't say that as it was written by an Edmonton teacher. Last year Karen talked about Father Christmas, as she's from Wales, and the students objected that she didn't call him Santa Claus. Much of the Unit "has been thrown out, as it didn't work, or I wasn't happy with it last year" and Karen "tries to enrich [the Unit] with my own stuff." One new thing that she is including this year is more teaching "through map skills," to more directly involve three students who are not able to participate in the Christmas Unit (two are Jehovah's Witnesses, one is Muslim). The mother of the Muslim child has left it to Karen to decide if her child should be involved in the Unit.

Karen likes Christmas and enjoyed it as a child. She thinks that with the majority of children being Christians they should do the Christmas Unit, as it is a "fun time of the year." The Unit emphasizes the spirit of giving, while Karen believes that the students "think of [Christmas] as a great long list of presents they get." Karen is trying to get the students away from "I wanna," or "getting money from Dad to buy presents," so that they will make something for Mum and Dad, and for their grandparents if there is time.

Last year Karen had one boy who must have written a list of fifty things "I wanna," in answering the question: "What does Christmas mean to you?" In that class last year fifty percent of the students did the same. Everything that was advertised on television was mentioned. Karen thinks that she's really "dabbling in their morals there," and wonders whether she should "get out of this hanky-panky." She says that teachers are "supposed to not enforce [their] morals, but you can't [help it]; some things you see going on and you have to take action." She cites an example of "hitting a cat" and says that "you stop them, giving reasons." Karen says that "some university professors suggest that you shouldn't put your own morals forward," but she says her view is "why wait till they kill a cat before explaining rules—you stop and we'll talk."

Karen continues on the theme of helping children to want to give rather than "getting" by citing an example of a boy in her class who has a birthday next week. This boy told another boy to bring a Fisher-Price toy as a present. Karen is very disturbed that children are telling others "what to bring while still hanging on to the invitation card, as if saying 'if you don't agree you won't get an invitation.'" Karen has read Kathleen Gow's book, "Yes, Virginia, There is Right and Wrong," and agrees with it, as she thinks that students have to be taught morals. The mother of one of her students brought Gow's book to Karen to read.

Every now and then, Karen says, "you get blinking jargon coming up, at present Creative Writing; previously it was the Inquiry Approach and Values Clarification." Karen says she "defies anyone to get anyone to teach students to write creatively, by telling them to." Karen carefully read the Introduction and sections for Grades One, Two and Three, of the 1981 Alberta Social Studies Curriculum, as she's "nosey and wants to criticize," and she and Norm, her husband, "spent an evening arguing through it." She has read the 1971 Alberta Social Studies Curriculum and the 1978 Alberta Social Studies Curriculum, Interim Edition, and it was in 1971 that she took her last Social Studies course at the University of Alberta, with Professor Ken Jones, and was given a stanine score of nine for the course.

Karen says that most teachers don't read curricula, but put them up on the shelf. She remembers that with Math, teachers were seeing her three years after the Curriculum was introduced, asking her what to do in Math. They were running off as tests what were supposed to be used as special items after seeing the test results. At the same time Karen says that she thinks that there's far too much material and that's one of the reasons for the great pressure on teachers.

- - - - - -

Today is report card day, and as I went to see Henry in his office I passed many students who were obviously excited as they clutched or perused their report cards. Sid was in the office which he and Henry share and says, as I enter, that his students "are not much improved today." Henry says that he tells his students about their reports that they, the students, were responsible for the grades, not him. He told them that "I am just like a computer. I usually tell them this for the last twenty minutes of the day, but as Music [in the Music Room with Miss Poppins] is last today, I told them this morning." Henry talks to me about making comments on the report cards, saying "I give very few if I request an interview with the parents." Henry makes this reference to comments on report cards as one of his students says to him: "you should see the report cards that Mr. Mann gives. They're all covered with writing." Henry tells me that he doesn't think that you should "be arbitrary with students."

- - - - - -

Karen tells me that she's

> awfully nervous [about my observing her teaching tomorrow] and I'll think tonight about whether I'm happy for you to use a tape-recorder [during the lesson]. Norm [Karen's husband] says to have it taped and listen to it for editing later. If we do have it, it will have to be placed where I can't see it.

- - - - - -

In the staffroom during the noon hour Karen sits with me to talk about her introductory Social Studies lesson (to a new unit) that she is presenting at 2:30 p.m. today. Karen says "I only have thirteen here today, and one was sick at noon, so won't be here this afternoon, but I just have to start the unit.

1:50 p.m.: Karen is in the staffroom as I bring the tape-recorder with me, preparatory to this afternoon's lesson, Karen having agreed for me to use it. She says, upon seeing it, "I'm sure to blow it this afternoon."

(Both Karen and Norm told me later that Karen was in tears on the way home after the lesson, thinking that she "had done a poor job.")

Monday, 23rd November, 1981

There's plenty of activity at school today, for me! Julie says that she's ready to start her next Social Studies Unit and she'll see me about her plans on Thursday at noon, and she's starting the unit next Monday. Laura is trying to find time today to plan her next Social Studies Unit with Isabel. She thinks that she'll probably start the Unit later this week.

Pat asked me if I could leave (observing) him at present "and start with the next part of the Unit in January." He says "it's not you, but the problem is with interviews till eight or nine [o'clock] each night, and with reports." Isabel agreed to have her introductory lesson tape-recorded today, although I can't be there, as I'll be observing Sid's introductory lesson at that time. Isabel's lesson is from 1:50 p.m. to 2:15 p.m. She seems to be very tense and nervous today, even before I spoke to her, as she has seemed to be for the past week. Alf says that he's not starting his next Social Studies Unit until January.

- - - - - -

Unit Planning According to Sid

Sid has decided, after earlier uncertainty, that he and his students should study Ancient Greece. He has previously taught this Unit, called "The Greeks," and would like to have studied "The Aztecs," as it is new, and he likes to do new things. His main criteria for choosing to study the Greeks relate to the great number of resources available on the topic, and the term papers that he wants to try with the unit this year. Also, some children have expressed much interest in studying the Greeks. There is not sufficient time to study both topics. The Unit on the Greeks is also more relevant, so Sid thinks.

When considering what to teach and then planning for it, Sid said that the first step that he collected a copy of "The Aztecs" Unit and materials for "The Greeks" Unit (he mentions that Henry, during his time as Social Studies Consultant, was the Project Director in the development of the Unit on the Greeks). Sid collected materials and strategies, as in "The Aztecs" Unit, because he is trying to follow the Inquiry Approach to teaching Social Studies, as it is recommended in the 1981 Alberta Social Studies Curriculum. He says that he didn't really decide to use the Inquiry Approach, as he had to, as it is mandatory this year (he laughs). He doesn't know from personal experience that this approach is any better than others, but he would like to give it a try, to see what it's like. Sid feels a responsibility to design a unit program in line with what has been mandated. He's not confident in following the Inquiry Approach, as it is still a "nebulous concept to me." He says also that: "I have ideas on it, but no sense about it; that's another reason for trying it out—to try to understand it."

The way that he planned the Unit was to attempt to come up with questions for re-organizing material, trying to develop some sense of thematic development in relation to certain questions. He's hoping that these questions will stimulate children to really want to know.

As far as the 1981 Alberta Social Studies Curriculum is concerned, Sid has been "in-serviced several times" and has glanced over it several times as well. In flipping through it, he has looked at several areas to try to get some sense out of it, including the chart (page 7 of the 1981 Curriculum). Sid feels that the way to really understand it is to try it. His greatest fear is that his students won't understand the questions, as he thinks that they appear to be fairly abstract to children. He thinks that in order for students to come up with deep questions that they need information and interest, which comes, he thinks, through multi-media presentations. For Sid, if they come up with good questions, that is a mark of achievement. It seems to Sid that by trying to start the other way, without any information being given, that the students will have difficulties in "relating questions to material." He has reservations about asking the students for questions before providing them with information. He believes that he would feel comfortable with a slightly different approach to that which is in the Curriculum. He likes providing the students with a knowledge base, before involving them in higher level activities. According to Sid's way of thinking, knowledge stimulates questions and the desire to want to know more.

Sid plans to integrate this Unit with Art activities.

In his revamping of the old Unit ("The Greeks"), Sid thinks that he could be changing it. He says that he is possibly misinterpreting the Inquiry Approach as stated in the 1981 Curriculum. Sid thinks that many teachers "go for the Unit on the Aztecs because they know what the Inquiry Approach means in it," as it was developed to suit this approach.

Tuesday, 24th November, 1981

An Initial Setback, and Change

It is Sid's turn at Kitchen Duty, so as he cleans and tidies, he talks about his introductory lesson on "The Greeks" of the previous day. He called it "an unqualified failure." He thought that the students didn't "catch on," as it was too soon to use higher order questions with the students, so he changed it today, to focus on the needs of the Greeks, and needs for two thousand years into the future. We continued talking as Sid went back to his classroom, as he was expecting a parent to arrive for an interview. He showed me the questions that the students had asked, as he had written them all over the chalkboard. He said that the questions showed that the students were only thinking at a very superficial level on the topic. Therefore, the next day he was going to give them a lot of information on which they could base their questions. He believes that "The Greeks" Unit tries to jump an impossible hurdle, by expecting children to know "what was the way that the Greeks should have lived in those days—even before knowing how they did live." So Sid is trying to bridge that gap.

- - - - - -

Pat tells me that he conducted interviews with parents "last night from 3:00 p.m. till 8:30 p.m." and today "it will be from 5:30 p.m. till 9:00 p.m. I get worn out by parents."

Julie sees me to say that she has been so exhausted by parent interviews for the past three days that she hasn't been able to plan for her next Social Studies Unit, so she's unable to talk about it today. She says, however, that "I will [talk to you about it] on Monday, as I'll be teaching the first lesson of the new Unit on Monday afternoon." She hadn't realised that the staff has a P.D. session on Monday afternoon (until I reminded her) so she says that "now it will be Tuesday."

In the staffroom Henry and Janeen are talking together about what Social Studies materials are available at Mimosa School. Sid arrives and joins the conversation with Henry and Janeen. Henry says "there's no more material on the Aztecs (that is suitable and which we don't have already) so we can spend the Grade Six Social Studies money on material about the Greeks, for Sid." As Henry and Sid talk together Janeen listens more than usual. Then she says that "it seems that you [Henry and Sid] are meeting the goals of the Curriculum guide, though not following the content." Henry says "Yes, that's alright." Janeen suggests that an additional two hundred and fifty dollars could be used. Henry says "if I teach the Aztecs next year it will be quite abbreviated from this year." Sid says that his "Social Studies Unit ['The Greeks'] is going well. I gave them a lot of information yesterday and they're starting to compare Athens with Sparta."

Thursday, 26th November, 1981

Laura comes to see me in the staffroom, as she had seen me go to her room to look for her. She asks me where I was yesterday afternoon (although we had not made any arrangements for me to observe her lesson). She tells me that

> I started my unit, on Christmas. I'm not happy with the Alberta Education unit, so I'm working with material that Isabel is using, and adapting it to my personality. I introduced the idea of Christmas and now the student will mainly discuss and work on booklets, which they are preparing as gifts for their parents for Christmas.

Laura says that she would be happier to observe her unit in January, for three weeks, on "Emotional You." She says that "at the moment I'm bogged down with preparation each night, to keep up with all of the new things."

Tuesday, 1st December, 1981

Julie's Planning for Social Studies Unit

The unit that Julie is preparing to teach in Social Studies is on the theme of Christmas from the Christmas unit produced by Alberta Education. Julie says that "it's [the unit] required, and also I enjoy Christmas and Christmas activities—I'm not sure if it is required." If this unit had not been available, Julie may not do the Christmas theme in Social Studies, but "I really liked the unit." She looked through each section, and narrowed down all of the material, as some of the material would be good for Language Arts. Julie says that she likes to integrate Social Studies with Language Arts, so she has divided the unit so that she can integrate these two subject areas. The other resources that Julie is using is a unit entitled "Christmas

Around the World," which she thinks fits in very well with the Alberta Education unit. "Christmas Around the World" looks at different countries and their customs, so "exposing the students to them, and that is especially good for those students from other countries." Julie doesn't use this unit (Christmas Around the World) in Social Studies time ("there's not enough time") but rather during story time. The first country in the unit that Julie is reading to her class is Norway, as she has a girl from Norway in her class, and this student brought Norwegian money and a Norwegian doll to the class. There are, so Julie says, at least twenty five countries discussed in the unit, so she tries to choose those "with closest meaning for the students." She will possibly choose England and Wales, as some students have relatives in those countries, and she would like to read her class a Christmas story about India, as she has two students from there, but the unit does not include India.

During the first week of her Social Studies unit Julie talks to the students about the birth of Jesus. For the Nativity scene, Julie reads a brief story about the Nativity, and brings in other books and pictures to show the students and uses carol books and old Christmas cards to reinforce the idea.

Although Julie is not concentrating on the Santa Claus theme in this unit, she uses a model of Santa Claus and a Christmas stocking as "real resources." In teaching the unit, Julie first teaches about Jesus, and then about other customs. She really "only talks about other customs." In order to relate the unit to her students, Julie sends a survey to each home for parents to complete, to discover whether they do such things as decorating a Christmas tree or sending Christmas cards. In class Julie graphs the information gained from the survey, and the class "decides whether we all do the same and whether we should all do the same."

As there is a Jewish custom (Hanukka) similar to Christmas, that is mentioned in the unit, Julie discusses the comparison of the two with her class. That, says Julie, exposes the students to "more than they have at home." Julie says that to summarize she will ask the students to decide if "all [people] have the same Christmas, why there are some [particular] customs in certain homes, and whether some people are less happy [at Christmas] than they might be." Her teacher aide, Terri, has photocopied a little Christmas booklet for Julie to give to her students, and Julie has asked for an extra copy in case she needs it.

The teaching strategies that Julie will use in this unit include a great deal of discussion, sharing experiences, charting, completion of some worksheets, students interviewing parents, and graphing. Julie doesn't know if this unit is part of the 1981 Alberta Social Studies Curriculum, but she spoke to Diane Jones earlier, and Diane uses this unit each year, and it sounds interesting. Julie was initially confused by the resources. She hasn't read the 1981 Alberta Social Studies Curriculum, and can't remember what strategies are suggested for teaching Social Studies. She does say that she has done some reading about the Inquiry Approach, and she does try to "vary her approach to inquiry, and things like that." She's aware of it, but she's "not sure that it can accomplish all that's expected of it."

In this Christmas unit, Julie will integrate more than she usually does, as the "ideas are meaningful and important." She really wants to finish the whole unit, as she has good feelings and high expectations of it. Julie and her students are excited about Christmas, and Julie thinks that "students are interested by the interest of the teacher." In this Social Studies unit student judgment "comes into it," with students needing to think and analyze, so that will mean that they are more involved. Julie is surprised that Christmas advertising has influence on students at the Grade One age level, but in thinking about it, she reflects that children do try to influence their parents, so Julie thinks that that means that children "can see the good and bad points" of products that are advertised.

In this unit, Julie is going to try to involve parents, a procedure that she has not always found to be successful. She thinks that the level of parent involvement "depends on the children, as some of them are quick to work with parents, while for others it's not so important." Julie thinks that involvement of their parents in what they're learning at school can be very valuable for some students. This unit incorporates a lot of different things, Julie explains, as she shows me the flow-chart from the unit, and it is very easy to follow. Some units, says Julie, are "very wishy-washy," but this unit has good variety and great potential: "It won't be boring, either in subject matter or in method. I think it's a very good unit."

- - - - - -

Today Julie spoke to me about my research at the school. She says:

> At first I was not worried about you being here, but then I worried with you writing down everything. I felt it was not quite, but a type of 'invasion of privacy,' and I worried about you coming to observe [my teaching], but I haven't worried for a long time now. I realized from your visit to my class about Remembrance Day that I wasn't at all worried about you being there. I even forgot you were there [in the classroom]. I think that your research is very important [for teachers] and I think that you're non-threatening in every way.

Wednesday, 2nd December, 1981

Julie talks to me about yesterday's lesson that I observed in her classroom. She says

> I was quite relaxed. When I don't feel natural when teaching I'll get out [of teaching]. I was thrown off when only one student said that they had turkey at Christmas. I wondered 'where has our custom gone?' Others said steak or chicken. I think that they had forgotten, as quite a number of them said they had [turkey] when I asked them directly. I didn't really notice that you [Ted] and Janeen were there [in the classroom]. The students were very excited about the Advent Calendar. They've done two of the boxes [on the Advent Calendar]. I intend to keep it [the Advent Calendar] for wall decoration next year.

Diane tells me that she hopes to finish her present Social Studies unit by Christmas, "by integrating with Language Arts and other subjects."

Janeen is away from school today and the atmosphere in the staffroom is much more relaxed than usual. Laura seems to be enjoying herself as she sits in the staffroom throughout the lunch hour, talking to whoever stops at the table where she's seated. Julie seems to be relaxed as she stays in the staffroom for an hour. (This scene drew my attention because neither Julie nor Laura usually spend more than a few minutes in the staffroom during the day.)

Natalie and Julie, who are sitting on the lounge together, suggest to each other, for my benefit, that "we should put both of our classes together so that Ted can watch them and take notes while we put our feet up in the staffroom. (I noted that it seems that there is a different atmosphere among the staff when Janeen is away. There seems to be a drop in pressure, with teachers being much more relaxed.)

Barbara says that she believes that "all teachers should have outside interests [out of school] or they become boring." Pat says that he is keen to go to Germany where he has applied to teach with the Canadian Forces , but he is buying a truck, as he wants to buy land in northern Alberta. He says "I'm not sure what to do. I'm ready to move next year, rather than wait." Joy Summer, the school secretary, tells me

> The school is very relaxed because Janeen is away, and it is ever so. I think it's because Janeen is so hyped up that everyone gets hyped up. Margaret Brown [who retired last year after having taught at Mimosa School since it was built] has often told me that she knows when Janeen is not at school, just by the atmosphere. Other visitors comment on the relaxed feeling, too. But Janeen doesn't want to hear about it.

Sid tells me in the staffroom that he is "feeling bombed out, because of the lights in my room. They're very bright and I can't handle it." Henry is sitting with Sid and myself and he begins talking with Sid about the Social Studies teaching units, some produced by Alberta Education, and others produced by the School Board. Henry says that "there is no sequential ordering of skills in the Curriculum [1981 Alberta Social Studies Curriculum]." Sid agrees. Henry has arranged to borrow books on "The Greeks" from the school in which he taught before coming to Mimosa. Henry says "I knew they were there, as I had ordered them when I was there." Sid is highly pleased, as he is teaching on the Greeks in his next Social Studies unit and the books are for his class. He thinks that the book "The Greeks" is "excellent as a resource, with pictures and information." Henry says that he's providing a "holding action for today for Social Studies, to keep the remaining students busy" (as the rest of his class will be at a special event with the school patrol). Henry says

> I don't think that the teaching units [in Social Studies] are really worth the cost involved. The same can be said of the Kanata Kits, which are often too sketchy. I think that they need to be more practical. I don't think they are properly piloted. I know what goes on [referring to his experience as a Social Studies Consultant for the School Board].

Henry adds that "there's a feeling of slowdown [among the staff] when Janeen leaves the school." As the teachers move slowly to their classrooms after the lunch hour Karen tells me that "I have off from 1:45 p.m. to 2:15 p.m., so that will give me a little time to work on the details for the Tea and Bake Sale."

Thursday, 3rd December, 1981

Sid seems to be very happy at present, enjoying jokes and interactions with others. Today it was with Barbara and Karen. Karen comments on the "male teachers at this school [being] a sad lot, with regard to counting and sending money [for the Tea and Bake Sale]. Henry sent his money to me uncounted." Sid says to her that "I can't send mine yet as I won't be able to count it till after school." Karen sighs resignedly and says to Sid to "send it down as it is." My wife, Beryl, and I went (with our children, Matthew, aged four, and Elisabeth, aged five months) to the Mimosa Tea and Bake Sale. Janeen greeted us at the entrance to the school, saying that the Tea and Bake Sale "is an outstanding success, despite early indicators of problems. It seems that perhaps more pies will be needed." Karen, the chief organizer of this event, says "I have [my husband] Norm in the staffroom ready to go to Safeway if necessary [for more pies]. I was too uptight to enjoy my shrimp and fish and chips [having supper at school], so Norm has them in the fridge with a sign that they are for me." Alf Little tells my wife, Berl, and his wife that "Ted is writing down in fine detail everything that is said in the staffroom."

Friday, 4th December, 1981

Sid talks about feeling more relaxed. He had been "pressured by report cards. I think that we should have a basic report card, for our records, and then have thirty to forty minutes for interviews." At noon Henry and Sid prepare pie and ice-cream for their helpers from the Tea and Bake Sale last night. Isabel tells me that

> I didn't like last night, so I was excused early, as I don't like to be with ill-behaving children. The teachers were having to discipline because parents weren't doing so. I believe in firm discipline, and yet I hear, to my dismay, that schools in Britain are getting very poor in discipline. [Isabel had been born and raised in Scotland.]

Alf asks Sid and Henry about the possibility of borrowing two tables from the central Grade Six area, adding that he and Debbie were doing two separate projects and needed more tables. Both Sid and Henry said, simultaneously, "Oh, Debbie is in it!" with knowing looks. However, they both agreed to lend the tables to Alf and Debbie.

Isabel says to me that "the age of computers is fine, but it depersonalizes education." She says that "I'm getting used to non-critical bodies in my classroom," and agreed that I could come to her classroom to observe her teaching when "I'm having a peaceful day."

She'll let me know when she is having such a day, and also when her class will be having the culminating activity of the Social Studies unit that is in process. Karen Fontaine tells me that "I cried all the way home when you taped my first lesson. I know that I shouldn't, but I get all upset at something like that. I'd like you just to take notes on future occasions, and I'm happy for you to come in [to my classroom] whenever." Natalie says that her "learning centres are not working as well as I had hoped." Karen says "I'm way behind in my Social Studies unit, because of the Tea and Bake Sale, which netted one thousand, four hundred and six dollars, so I'll have to do Social Studies in some Language Arts lessons."

Isabel's Social Studies Plans

The Christmas unit that Isabel has decided to teach this year is her own, and not part of the prescribed program of the 1981 Alberta Social Studies Curriculum. Isabel says that she sees it as part of the one third of Social Studies that is "up to the teacher." Isabel says that there used to be a unit on Christmas, but at present there is only one about toys at Christmas, "to educate children about advertising." The unit that Isabel is using is in her head. She uses pictures, filmstrips, books, map of the world, and "any artifacts that come to mind, such as tinsel." Isabel has taught this unit on Christmas to five previous classes.

Isabel has based the unit on the Christmas printing book, which provides each student with a present for the family. As they discuss different aspects of Christmas they "write up a page on it." Resources "have been found here, there and everywhere." She has torn pictures from books and had them laminated, been given other pictures by other teachers and others from books in the Library.

In the unit, Isabel tells the students several stories. She tells the first story about baby Jesus and His birth in Bethlehem, and then the students write out their printing page. Isabel gives examples of pictures to give them ideas for the pictures that they will draw on their pages. The second story is about the Shepherds, and Isabel says that the students "don't know what shepherds are." The third story is about the Three Wise Men. A parent of a child in this year's class has made "three wise men, dipped in wax," which Isabel thinks is "fantastic," as they indicate many details, including "type of clothing" and shows that they were wealthy. (Isabel has lent these models of the Three Wise Men to Laura Lanner to show her class, so she strongly recommended that I go to Laura's room to look at them; upon seeing them, I quickly concurred with Isabel's assessment of the workmanship involved in their production—they were very realistic and in great detail.)

Having told the students the three stories (baby Jesus, Shepherds, The Three Wise Men), Isabel then "asks the students to brainstorm." Isabel writes their comments on a chart, then picks out certain things to discuss, dramatize, use as art activities or put in the printing books. Isabel has arranged to have a tree in the room, so today they will decorate it and then the students will write about it and draw a picture of it in their picture books. Then the unit moves to consideration of stockings, Santa Claus and Christmas carols. The culminating activity is when the books are presented to their parents by the students at Christmas, with a card, having wrapped the book in gift paper. Isabel says that "the children enjoy [this unit], especially the printing book—it's a good motivator." At the same time as seeing the unit as a good motivator, Isabel also sees it as a "good activity [because it is] a quietener," especially during the period of excitement near Christmas. The unit can tie in with giving "rather than getting." Isabel thinks that it is part of each teacher's responsibility to teach their students that "giving is better than receiving."

Isabel has a great wish to live in peace and she has been thinking that "New Zealand might be just the place for me." Edmonton has changed greatly since she came here in 1969, with much growth in size and commercialism. Her parents were here during the past summer and she is planning to back to Scotland in 1983, for a holiday. However, that may change. Her brother-in-law in Scotland works on gas pipe-lines and is applying for jobs in Alberta, so Isabel is religiously sending him the Saturday Careers Section of "The Bulletin" each week, and she thinks that if he and his wife and two children come here to live, that her parents would probably follow. Isabel says that she may go back to Britain to sightsee, but she has no wish to live there again. She is very interested in exchange teaching, either in Britain, Australia or New Zealand.

In Isabel's view, you should not turn the clock back, as in H. G. Wells' "Time Machine," as she believes that we often think that it was better in the past, but she would like to live her life where it's peaceful. She won't do anything about it until her son, Brenton, who is in Grade Eleven, finishes High School and becomes set up at University, the Institute of Technology, or as an apprentice. Part of her plan is to own her own house within three years. Then with family and financial responsibilities greatly reduced she would like to move, preferably to New Zealand, to at least see if it suits her.

Tuesday, 8th December, 1981

Barbara sits beside me and talks about the problems that teachers have with new students. She says "that's what happens when you show competence, you're given problem students. I've been given enough during the years." She is referring to a new girl who was placed in her class today, a student "with a history of problems." Barbara says that, as the new student is in Grade Five, "the Counsellor [Alf] should have taken her, as he has training and expertise. My class is so good and homogeneous." Barbara says that when it was suggested earlier that Tony, a "problem student" in Debbie's class, might go to her class "I disagreed and would have strongly objected, as Debbie and Alf [who teaches Social Studies to Debbie's class] are two who share him, and I would have had him full-time by myself!"

Wednesday, 9th December, 1981

Janeen talks to me about an interview that she's just concluded with the mother of the student (George) who had been given a contract of behaviour after being a problem in Music classes. Janeen says that "I've always had trouble with this lady, who uses the psychological tactics that I usually use on people. This woman told me that I always interrupt when the other [person] is talking. I presume she's right."

- - - - - -

At 1:50 p.m., Pat comes into the staffroom, thinking that he should go out for lunch "as I feel run ragged." He says

> I was on the phone till 1:25 p.m., with a crying mother, who is having husband problems and wanted me to help. I'll go to see 'Uncles-at-Large,' as they were going to send a male to be with this woman's son [one of Pat's students], but now they won't as the husband has some visiting rights. That sort of thing makes me very angry. Apart from that it's been a really good day. The boy was told that someone [from 'Uncles-at-Large'] would come the next week, then in two weeks and now it's six months.

Barbara comes into the staffroom to give me her long-range Social Studies program, as her class is working at learning centres. She says "that's [using learning centres] the way to operate. I'll let you know when to come in and observe one day next week. The teacher can work at her thing, while the students are busy at the centres." Elaine is marking books at the next table in the staffroom and she says that I should come to her classroom to observe a Social Studies lesson on Friday at 11:30 a.m. She says "some students have done good books, and some haven't done any pages, but I can't wait for them [she laughs]. By the way, I'm happy for you to drop in at any time."

- - - - - -

Terri Ralph, the teacher aide, is in the staffroom marking Math papers. She says "I'm not really happy to do this, as teachers need to do them to let them know where their students are at." She adds that "I don't see outside much, and I think that you should, as it helps you to feel better, as the weather affects your mood."

Terri says that

> Julie gets me to mark a lot, as do Natalie and Debbie. At exam and report card time I see a lot. I used to do a lot for Karen, but I did that when I was in her room. Some teachers don't let me mark, [including] Isabel, Diane, Elaine, Pat and Barbara. I don't really think it's right, but as it's my job, I suppose that I shut up and do it.

I took some materials back to Barbara, in the classroom. Barbara was at her desk, while her students were reading a story from the Kanata Kit in the classroom. When I returned to the staffroom Terri continues working on the Math papers, "not happy with my work, but I'm doing it," and she talks to me as she works.

Thursday, 10th December, 1981

Laura and Elaine talk together about a particular "problem student" in Laura's room, who has already been moved to and from several schools. Neither Elaine nor Laura thinks that "all of this moving has been good for this child."

- - - - - -

Henry tells me that in his present Social Studies program he's "trying to fill in holes in the Aztecs unit. There's nothing in the unit about the history of the Aztecs, and that's important. Students enjoy it. There's nothing on the Spaniards conquering them. So, I'm stopping at this point, and filling in." Sid listens to Henry's comments about the Aztec unit and says that

> There's an overemphasis on the development of questions in the new Social Studies [referring specifically to the 1981 Alberta Social Studies Curriculum]. I ended up just giving them [my students] the important questions. It could have gone to one hundred and seventy five questions on the board, as the guy said

> at In-Service, before they come up with the correct one, that is, an abstract, general question.

Henry says that "only a few students could arrive at the important question, anyway." Sid responds by saying "I don't think that they can come up with the question."

To Henry, "the story of the Aztecs is very interesting, but the unit implies that history is not interesting by itself, as [the unit], in my view, will miss out on much that is of interest to students." Sid thinks that "the mythology of the Greeks is rich and interesting." Henry continues by saying that "history is both interesting and enlightening." Sid says that "one Social Studies Consultant at In-Service said to Pat 'you don't think that you should teach skills of mapping and reading maps, do you?'" Henry thinks that the current (1981) Alberta Social Studies Curriculum has "some de-emphasis [on skills], leading to vagueness in the skills section of the Curriculum ." Sid says "I still teach it." Henry says that "it's open to interpretation, that is, the [Social Studies] Curriculum, but certainly many teachers don't see that [skills] are in there. I think that skills are still important." Sid offered me his plans for Social Studies, which he says have "changed a great deal from the ones you had from me earlier."

Friday, 11th December, 1981

In the staffroom Pat, Alf, Isabel and Elaine are discussing parental responsibilities. Isabel tells the others of a student in her class having two honey sandwiches for lunch, and when Isabel questioned him about it the student told her that they had no money in the house. Alf says that "people shouldn't have children unless they are prepared to give them all the love and care necessary." The other teachers agree with that statement, including Elaine, who is quite vocal about this matter. Pat refers to "a guy who had a child to show his company that he was a stable family man, for promotion, but his marriage broke up within two years."

Pat then talks to Alf, and says that "Social [Studies] is really going neat." Alf says to me "Did you hear that, Ted?" I replied that I had heard (and I think that I was meant to hear). Pat tells Alf that "Ted is coming in [to my classroom] in January to check over my Social [Studies]."

Monday, 14th December, 1981

In talking to Henry about his future plans to study towards a doctorate, he suggests that "a thesis topic for someone would be to study whether any innovation in education has ever been implemented as intended. I don't think you would find any." According to Isabel "teacher burnout is worse than ten years ago, due to higher expectations by both teachers and the community. Children are more difficult, probably because mothers are working and children are in day care, and because of the general social situation." Karen says that

> I believe in teacher burnout. I'm getting cranky this week. An awful lot of it is that [teachers] have read [about] it, so they see a symptom and they've got it; as in a teachers' magazine, "Instructor," which had a list. For example, you can't sleep. If you have three or more you've got burnout. I don't believe in pampering yourself, but I am amazed at the number of teachers who talk as if they have it, as they have this or that item. Peter Spence was one of those. It does seem to be more [prevalent] than ten years ago. Teachers are fed up with poor pay and nothing but criticism, like in the newspapers,

> where they say that teachers should be doing this and that. So teachers are fed up. The attitude of children is different [today]. Many are from broken homes and need constant reassuring. They need your attention all of the time and they argue all of the time.

Karen, Isabel, Elaine and Henry talk together about previous administrators at Mimosa, and comment that several seemed to leave during the school year. Henry wonders whether it "seems that they're forced out by the staff." (Each of these teachers has been at Mimosa School for several years, and together with Eileen Klein, who retired last year, they are able to provide me with useful background information about Mimosa School.)

Thursday, 17th December, 1981

Barbara tells me that she has thought about becoming involved in school administration,

> but I decided against it, as I've worked hard all of my life. I've not had it easy like these young girls straight out of university, with degrees. I had to be a housewife, mother, student and teacher. I am thinking of doing more study at university next Fall, probably in interior design, or I'll go to N.A.I.T. [Northern Alberta Institute of Technology]. I feel a personal lack in my life, but I don't want to fill it with good works, as a volunteer. I would like to travel, but my husband is not keen. He went once with me to Europe, only after I had bought the tickets, but he was bored. So in the future I will, as I have already, travel on my own.

Monday, 4th January, 1982

I went to see Janeen in her office to ask her about the situation with Peter Spence, as Peter had to decide before the New Year what he's going to do. Janeen says that she hasn't received any information about Peter's plans, but "I'm supposed to be contacted today. I think that they probably won't ring. My guess is that as

I've had no communication on the subject that I don't expect Peter will return here." As I leave the office Janeen decides that she'll ring "them about Peter straightaway" and proceeds to do so.

Isabel comes into the staffroom, looking very pleased and says, seemingly tongue-in-cheek, that "I'm glad to be back." I detect an air of flippancy amongst the staff on this first day back at school after the Christmas break. Isabel says to Pat the "it's at times like this that you wish you were rich and didn't have to work." Pat replies, saying "Oh yes, God," with his arms in prayer.

Alf says that he doesn't think that Peter Spence will return and "that's unfortunate, but as the Polish government has decided that teachers are a group with extra mental pressure and need extra support . . ." Alf says that "I had wanted to talk with Peter, but I was unable to do so before he left." Alf says that he knew that Peter had a number of problems. Pat seemed to be unusually nervous when I asked him about his next Social Studies unit, which is still planned to start in mid-January. Natalie seemed to be a little unsure when I saw her about the conclusion of her Social Studies unit. She hopes that she will finish the unit by the end of January, although "it's going very slowly." (The unit was actually completed on 18th May, 1982.)

- - - - - -

As I'm writing notes in the staffroom Alf sits down beside me and says that

> I'm not sure that curriculum developers could and should have a team of experts that know something about education, including someone who knows something about reading levels.

> I could take any material and just sit down and write it up at any different grade reading level, although I may have to leave out some concepts. The biggest problem with the [1981 Alberta] Social Studies Curriculum is collecting suitable data. It's just not around.

Sid says that "I'm really only underway with my [Social Studies] unit, as the Christmas concert and other Christmas things meant that many Social Studies lessons were wiped." Diane thinks that she will "finish Dizzy [her abbreviation for her present Social Studies unit, "The School is Like a Neighbourhood"] within ten days or so, but I haven't looked at where I'm at since before the holidays, so I'm not sure."

The staffroom atmosphere at lunch was one of fellowship, with much talk about the (Christmas) holidays, plenty of general chatter and some school-related talk. Elaine has "frizzed" her hair, and seems to be slowly becoming more "social" in her staff relations. At noon, at the start of the lunch hour, Pat, having collected his mail in transit from his classroom to the staffroom, threw a note from Janeen on a table and said very sharply "What's this mean?," implying violation of his rights. He tells the teachers present that the note says that Janeen would be in his classroom to observe a Language Arts lesson on Friday, if that was convenient.

As I was leaving the school today I asked Janeen again about Peter Spence and she offered to phone while I was in her office "if you wish, because I haven't heard." When I said that I could wait till she was contacted, Janeen said "we will have to arrange a time to talk, as I want someone to sound off." Obviously making a quick decision that now is the time for us to talk, Janeen says "I have been presented with a problem" and she shows me an apparently hastily written request from Pat for a transfer application. Janeen appears to be rather devastated, and starts to talk about Pat. She says

> I had invited him for pre-Christmas drinks, with others, and he had agreed to come. Then he had demurred, talking of out-of-town visitors when I rang with a reminder call. After cajoling he had said he'd be late and could only stay for half an hour. Then he stayed for four hours. I tried to advise him about his problems with certain staff members. He had spoken also of going to Northlands [school division in northern Alberta] later.

Janeen says that

> I now expect Pat to say he'll do something and then pull out. Pat has been talking about a ski weekend, and I think that he may organize it if I push him into it, but I'll bet anything that he'll pull out of the actual trip. That's his style and I don't understand why.

Janeen goes on to say that

> Several people who have had contact with Pat previously have asked me how he's getting on and the same story is coming through. He seems to be very competent but not too confident. He's the only teacher who stops teaching whenever I walk into his classroom. I've been trying to convince him to relax, as I only want to observe his obviously successful style, as I'm happy for him to observe me as principal.

After a brief discussion, with me asking Janeen questions, but endeavouring not to provide answers, Janeen decided not to ask to observe a Language Arts lesson

> where Pat may see me as an extra threat because of my expertise [in Language Arts]. I wonder whether I should pull out of observing [him] altogether, as I'm happy with letting competent teachers do their own thing, as I do with Karen. Karen lets me wander in whenever, and observe, and talk to the students, and I really enjoy that relationship.

Janeen thinks that

> maybe Pat was similar at [his previous school] as he was there for nine years. He learnt perfectionism from a female teacher [there], who later worked with me, yet had to leave as she was

> unable to relate to other peers. It's possible that Pat has kept up his isolationist policy.

At this stage Janeen says that she is asking herself "where I went wrong with him. Obviously Pat is not happy with the staff response to his ideas here [at Mimosa]." Janeen says that "I had intended talking to [Pat] about going for promotion, but now I'm not sure that he can relate well enough to other teachers." Janeen then begins to wonder about her own future. She begins by saying that

> In my first year of administration I enjoyed good relations with teachers. I'm not sure of the second year. In the third year I have realized that not all teachers are similarly committed to teaching [in the way I am], and that will always be the case, so I just let things roll.

For herself, Janeen talks about the possibility of further study for next year, before applying for a new school, as Sam Bulovich (the area Associate Superintendent) wants her to do. She says that

> I intend talking to a few teachers about possible transfer. To Diane, who has been at Mimosa for a long time. I think she's great, but she needs a change. Natalie has been here a long time, three years [only] but she needs a break, too, and Elaine, who has come a long way, but is loathe to move.

Janeen also mentions that she'll try to assist Isabel to get a transfer, Isabel having applied for transfer without success last year. Janeen concludes her "sounding off" by saying that "Pat had interviewed me, and several other principals, and had chosen Mimosa, so I think that something has happened to change his attitude.

Tuesday, 5th January, 1982

Sid tells me that he was

> thinking of the [1981 Alberta] Social Studies Curriculum on my way to school this morning and I assumed that the School Board considers the Inquiry Approach in curriculum as one of the best, or the best, and so they're pushing it. However, I can't agree that it is so good.

Natalie and Barbara are talking about what Social Studies used to be. Barbara says it meant "doing reports and standing out the front reading them, having had to learn them off by heart." Natalie says "I didn't like that, and I didn't like the principal leaving the room and then peeking in." Barbara says "I enjoyed reciting my projects." In a change of topic, relating to an incident in Tracey's room, Natalie says "I'd hate to have any stealing in my room. I've never had any real problems like that, but it would be hard, as I know the children."

- - - - - -

Barbara comes into the staffroom and says "it's no use complaining about problems of students in class. I've been given a new boy who is at Grade Two performance level. You'll still have a problem if you complain or not."

- - - - - -

According to Sid, the "new [1981 Alberta] Social Studies Curriculum is trying to limit how Social Studies can be taught." He says that "I didn't realize till I studied it carefully that there are alternatives that teachers should be allowed to use." Pat listens to what Sid says, then adds "Topic A [of the 1981 Alberta Social Studies Curriculum, Grade Four] is totally unstructured and the reading level [of the recommended materials] is too high. It's read and do." Pat says "I'm learning a lot. Sixty percent of books are unreadable for students." Natalie says in passing that "I will finish my [Social Studies] unit by the end of February."

- - - - - -

Barbara goes through the staffroom on her way from her classroom to the teachers' workroom, to "find out what is on in Social Studies In-Service for Topic B [Grade Five, 1981 Alberta Social Studies Curriculum]."

- - - - - -

According to Laura, "the new Alberta Education unit [for Grade One, Emotional Me] is too geared to individual work and writing. I've had to do a lot of group work and it's been very slow. It takes [the students] an hour to do a sheet. I do a class booklet which you can look at when you want to."

Monday, 11th January, 1982

Alf Little says that "I'm just starting to feel that I'm not snowed under this year."

Alf's Social Studies Unit Planning

With the Grade Five class that he takes for Social Studies, Alf is planning the next unit that he intends teaching from the 1981 Alberta Social Studies Curriculum, entitled "Should Canada's Regions Share Their Natural Resources?" The reason that Alf is teaching this unit, so he says, is that "it is prescribed and as I don't know a great deal about Social Studies for Grade Five, I chose what's readily available." An additional reason that Alf chose this unit over others is that "this is more timely regarding subject matter, with parents talking about [Premier] Lougheed and the Maritimes, as they are often in the news."

In his preparation, Alf has closely followed the Alberta

Education Teaching Unit. He says that "hopefully we'll be doing current events, too, but I can't plan for those." One of the resources that the students will use is "Canada: This Land of Ours." Alf hasn't checked out the "Breeden Kit" listed in the unit as a resource, as he noticed during the lunch hour today. Alf has been told that Mimosa School has some of the other resources recommended in the unit.

In the unit, Alf intends "doing a lot of geography," as he believes that the students are weak in geography. Alf says his "interest in geography is when he travels on it." Alf believes that his "knowledge of [geography] is fairly decent, but it is valuable to know about your country by geography—to realise that not all goods and services can be supplied by air." Alf believes that "transportation is important to study in Canada," and in relation to this he will teach map reading skills by using overhead transparencies.

As regards planning, Alf thinks that this unit is "quite straightforward in approach and content." Alf is "a little excited" himself about this topic "as [it is] currently under study by various levels of government, municipal, provincial and federal, who want a share of the oil revenues from Alberta." Alf believes in the "notion of equitable sharing," meaning that "giving to someone else in need should be reciprocal." Alf is wondering if that is how it is working with the different levels of government and he will "try to get his students to study this." Alf would like his students to look at the question: "Is the federal government trying to get back some of its outlaid expenditure of pioneer years?" He says that many people only think of the present, not realizing that the West (of Canada) used to be "carried by Ontario and the Federal Government." Alf will try to play down regionalism and provincialism.

The main thoughts that Alf has on the unit are about values. He shows me the list of value objectives (page 6, Should Canada's Regions Share Their Natural Resources), and he says that the last two are difficult, as "these are where regional prejudice has built up." He believes that this regional prejudice started in the 1950's "when oil came on stream and impacted on the Canadian economy." Alf thinks that in the 1960's, the provincial governments who set up and publicized the Alberta Heritage Fund, "created much friction, a lot of me-mine type of mentality in the West." Alf views this topic as being very important, as it "ultimately will decide the role and direction of federalism, which [I think] has to accommodate provincial needs and demands, but only to the extent that it doesn't cause greater regional disparity."

Today, at the beginning of the unit, the students will be introduced to the topic. Alf thinks that in the unit the students will be "mainly discussants and decision-makers, either making decisions or realizing how tough they are, and to realize the prejudices that they bring from home." Alf is "very much Canadian, and if there is separation [within Canada], I would move to Canada or to another part of the world not coming apart at the seams." He sees that "Canada is a problem with its great size and great differences, but there has to be a way to keep that coming together."

(Alf is not aware of Pat's views on this subject, which are diametrically opposite, and he doesn't think that it would cause problems among the staff.)

The students will also be participants in writing notes during the unit, and it should last for six to eight weeks. Alf's major objectives in teaching this unit in Social Studies are value objectives, followed, in order, by skills objectives and knowledge objectives. For this unit in particular that is the order. For some other units the order would be skills objectives as primary, followed by values objectives and then knowledge objectives. Alf downplays knowledge (in teaching Social Studies), although "you need knowledge to use skills to develop values, so the end is the most important." Alf believes that "process is more important than product, where product does not imply factual content of the unit."

Evaluation of the unit will be continuous, by written assignments, quizzes and the students' "ability to formulate opinions." Alf has "no intention of asking the students to write up a question at the end of the unit, with them knowing my bias and having a fifty percent chance of being right or wrong." Alf thinks that it is particularly difficult to teach without bias, as he has a very strong bias in this unit, but Alf hopes that the students will see alternatives. As part of his teaching of the unit, Alf will ask the students in the introductory lesson to answer the Individual Attitude Quiz on page fourteen of the unit. He believes that their answers should tell him what attitudes will be either reinforced, or different, and he will see that by presenting the quiz again at the conclusion of the unit. Alf believes that "teachers can't teach without presenting bias." Although he thinks that teachers can teach without stating their bias, "it comes through in how the material is presented." In the Inquiry Approach Alf thinks that it is easier "to keep bias low-key," by accepting opinions as answers. He thinks that teachers "more easily present bias with factual material."

Alf says that he keeps his biases "in continuous perspective." He thinks that he is "ethically and morally bound to present my values [as a teacher], if they are soundly based, and society decides that, through its mores." Alf says "you have to [teach values] as it's [learning values] part of the child that you're supposed to develop." Alf sees teaching of values as part of citizenship training, and as an example he says that "they're Canadians ahead of being Albertans." He recognizes that there are "problems with splits in Canada," and thinks that much of the West (of Canada) is like the United States, and "most Albertans would embrace that, as [they're] so similar in many respects."

According to Alf, Social Studies is not to train citizens, as he believes that that implies "a lot of socialization without a lot of examination." He thinks that "you have to look at the whole democratic society to work out what is a good citizen." Alf says that the notion that Social Studies is to train citizens "implies filling out a mould, not designing the mould, as that comes from those in power at a [given] time." Alf doesn't believe in that. He believes that you "need the power of continuous examination and what citizenship means to you." Alf thinks that people often don't "think of being a citizen"; they don't protest, except when there's a "pinching of the pocket," and Alf thinks that that is inherently wrong.

This is Alf's first time on this unit and he has read the 1981 Alberta Social Studies Curriculum, but he hasn't "studied it." The Curriculum seems to him to present "a reasonable approach," attempts to be more organized (than previous Social Studies curricula), and Alf believes in being organized, though he himself is often not organized. Although there's a "vast amount of curricula," Alf thinks that "it's good to work from what others are doing." Alf says that "hopefully teachers are working within this close framework; it's comforting to think that all are working from the same start, not worlds apart." Alf sees this as part of his general philosophy of teaching. For organization of this Social Studies unit, Alf is following the Flow Chart on page five of the unit.

From this unit, Alf wants to see some changes in the students' attitudes. In the last Social Studies unit, Alf saw a lot of change in students' attitudes, even though it took a long time, with "much more empathy for the French and the French problem [in Canada]." His assessment is not based on "which is right," but the unit gave the students "the opportunity to see that it's not so easy to label all Easterners" and Alf thinks that "a lot happened [in students' attitudes] from that point of view." Within that unit, the "sequence was quite good" and that "led the students to think how [the French] were feeling as Quebecers in pre-English days, and the students were quite upset when the 'new' [English] came in." So there was "empathy for the train of thought, and some students verbalized this." When Alf saw this build-up of empathy, he thought "I'd accomplished my own little philosophy that without all of the facts, you can't make logical decisions," so he hopes that his students will transfer this experience to other situations.

Tuesday, 12th January, 1982

Diane tells me that she is "now thinking that I won't be stopping my Social Studies unit till at least next week." Natalie seems to be under pressure at the moment. She says that she found the In-Service session this morning, on Observation Skills, very worthwhile and says

> I've arranged for one of the lecturers, from Ontario, to come here on Friday morning. I'm happy for [the lecturer] to observe my class, as I would like to learn, and maybe some other teachers, too. Then the teachers can ask questions at recess. I think that even fifteen minutes [with this lecturer] can have a profound impact on [the teachers].

- - - - - -

When I asked Sid whether he likes recess periods so that he can relax, he replies "it starts with 'r,' but it's not relaxing, it's recovering."

Friday, 15th January, 1982

In talking about class sizes, Pat says "I believe in fifteen in a class, as is the A.T.A. [Alberta Teachers' Association] position. Also, I don't believe in administrators, but rather than schools should be run by consensus."

- - - - - -

Today I had the opportunity to talk with the school psychologist, who visits Mimosa School when required. One of the comments that he made about Mimosa School was that "there's a lot of enthusiasm at

Mimosa, because of the little go-getter [Janeen]," and "the staff is rather cohesive, with no sub-groups."

Wednesday, 20th January, 1982

Alf offers some comments about Mimosa School. He says

> I feel so good about this school and I think that the teachers are doing such a great job. I would like to have more time with the students, to help them, as there are so many problems here. It could really be a bad school, but the teachers keep on top of the situation.

Diane's Reflections on a Social Studies Unit

After concluding her final lesson in her Social Studies unit on "How Can Dizzy Get Around the Neighbourhood?" Diane reflects on the final lesson and on the unit as a whole. During the unit, the students worked in small groups for about one-third of the time; Diane says that "they seemed to work best that way." One activity that lent itself to working in groups was using wheels in the neighbourhood. Another activity where Diane feels that small groups were best was a discussion on travel in the future. The class worked as a single group in mapping activities. On a few occasions, the unit went off on tangents, as when they spent time on signs, because of the students' interest in them. The discussion on travel in the future was also a tangent from the unit, and this led to some chalkboard murals by students in their groups. Some students really liked talking about maps, and some students brought different types of maps to the classroom, such as road maps of British Columbia and Saskatchewan. The students also showed interest in the provinces and territories in Canada, so that provides Diane with an introduction to the next unit, which looks at communities, such as farming communities. Diane tried to help the students locate the East (of Canada) for those students from there, and she showed them where the Philippines is, as a boy in the class is from there.

Diane's idea of keeping on track means that she looks at the Social Studies Curriculum, that is, her "interpretation of that provincial guide." Diane tries "to fit into the next unit" by using a map of British Columbia, showing the fire-station lookout posts in the map legend, to provide background for teaching about the Powell River (in the next unit). When teaching directions in this unit she used as an example Terrace Bay, in Nova Scotia, as she plans to teach about the community there as part of her next unit. Also in the next unit are "rivers, lakes, continents, oceans, brooks," so when Diane was talking about symbols, she used the concepts of the next unit as examples. Teaching "where the students are at" is an important principle that Diane follows, so she says that she found out where the children were at in their understanding of direction, and how much they knew about addresses ("very little"). She found that the students were very interested in future travel, so they "really enjoyed maps."

For Diane, evaluation is conducted "as you go." Diane goes to each group in order to assess their knowledge as shown in discussions, as she believes that the students reveal to her their levels of interest and knowledge through discussions. Interest was also shown by some students who brought items from their homes. Students also talked to Diane about signs near their homes, asking her about two different numbers pointing in one direction. At the end of the unit, Diane tested the students on what she had taught them, recorded the marks, and sent the test home "as a type of newsletter, to make parents aware of what has happened in class." The following day Diane goes over the test with the students. Those who are not having difficulty go on with other work; the others are given revision, as with the concept of intersection.

It is interesting to me that Diane notes that she has a "continuing memory" of the unit. She can remember Jeffrey saying: "This is my Dad's roadmap; when will we finish with it and I can take it home?" Richard had said: "I'll check with my Mum if I can keep it [roadmap] at school." Diane goes on to say that if she can remember a student with a particular interest, she'll write it up in her records, and that might become the basis for a comment in her report on that student. This practice helps Diane to "make comments more personal."

Changes will be made in the unit the next time that Diane teaches it. There will be more, shorter neighbourhood walks. Diane will "reinforce odd and even numbers, and the numbers of avenues and streets," although she says that she would "probably do that anyway as a reinforcing thing." Also Diane thinks she "might swing more to future travel, as the students enjoyed that." By way of summary Diane says that any changes "would also depend on the interests of the next class."

Wednesday, 27th January, 1982

After school Karen gives me two articles to read, both suggesting that there should be greater interest in teaching subject matter. She says that "I agree with them completely."

Thursday, 28th January, 1982

Barbara appears to be very upset and Janeen seems to be trying to be very gentle with her. I note some apparently unresolved tensions between Barbara and Janeen.

Monday, 1st February, 1982

In the staffroom there is an interesting staff discussion about the salary negotiations which are in progress at present, and several teachers, including Pat, Alf, Barbara and Henry talk about the need to be "at the meeting tonight to vote on decisions." Henry seems very keen and says "I will be going." As the discussion continues Sid tells me that "I'm happy with whatever I get, so I don't attend such meetings."

Wednesday, 3rd February, 1982

Kathryn French talks about her impressions of the staff meeting that has just concluded at 5:45 p.m. She says

> I gained the impression that Henry is one of the influential teachers here. I'm not sure of the meaning behind the rapid-fire discussion between Janeen and Pat, about special education. I was angry that I wasn't asked to report on what I had prepared, and I didn't like at all the way that Alf ended the session, with thank yous, et cetera, to the staff. I thought the staff was very quiet and were read to and talked to by Janeen. I thought that the session [staff meeting] went much the same as the P.D. [Professional Development] session.

- - - - - -

Before he leaves the school for the day Henry tells me that "in the Aztec unit the developers have missed the inherent interest in the topic. They have kept everything to the question, and have left most things of interest out, except religion, which is very spectacular with sacrifices and that sort of thing."

- - - - - -

Kathryn seems to be "very manipulative and gossipy" (her own words), and anticipates that "I'll have a full-time job here next year." It appears that she sees herself in competition with Alf for a position (at least of influence with the staff). She says that "Alf rapped my knuckles this morning, as I had counselled a girl after coaching her in Math" (in her role as Resource teacher).

Earlier today, at afternoon recess, Barbara agreed to complete an interview with me (about her Social Studies unit) at 3:00 p.m. today, as "I like to get things out of the way."

Thursday, 4th February, 1982

Sid is very keen to show me some work of two of his "slower" students, who have been doing project work in their Social Studies unit on the Greeks. One of the students has been studying the Parthenon and the other "Greek clothing." So we went to Sid's classroom at afternoon recess to see the projects. Sid also tells me about a student in his class who "has encyclopaedic knowledge of Ancient Greece, and he's very helpful in motivating students with comments during lessons." As we look at the projects Henry comes over from his office nearby and says that in the Aztec unit which his class is studying he is "backtracking to spend two days on mapping [about

Mexico], as I found that the students really know nothing about the map of Mexico." I note that Henry and Sid seem to have a collegial relationship. Henry said to Sid at noon today "you know, with students like that, you need to . . ." Henry seems to, at times, take a teacher-tutor role with Sid.

As Alf leaves school early, he stops in the staffroom to tell me that "I'm going to a funeral of an aunt and godmother, tomorrow, who was very close to my family. So it's a wrench, and the whole family will go, so it will be a family time."

Henry and Sid are talking about field trips, and Sid says "I think it would have been great to take last year's class on a camping trip, but not this year's [class]." Sid tells me that he is very happy with the substitute teacher who was with his class yesterday, as "she kept very strict control on the students, so they're quite normal today."

Friday, 5th February, 1982

Debbie comes into the staffroom at 1:10 p.m., singing and whistling, and says "we all know what day it is, don't we" (that is, Friday). Laura Lanner tells me the factors that influence her choice of which sessions that she'll attend at the Teachers' Convention. For Laura

> I won't go to any late night sessions. I will look for practical ideas for Division One. Last year I looked for practical sessions on Music [Laura was the Music specialist at Mimosa last year]. Also at ones on discipline and [classroom] management you can pick up a lot of techniques. I'll try to go to one on Language Arts and one on Art. I have some lacks in Art, so I would like some practical ideas. I try to attend [sessions] that are practical rather than philosophical—I can read a book on that. Sometimes

> the speaker is the reason. If you've heard of a particularly good speaker, you can pick up good ideas from a good speaker.

When Pat is sitting in the staffroom, with his class at Music, I asked him about the "pressure" that is implied in the staff memo for today, 5th February, 1982 (Appendix G). Pat says

> I'm aware of [the pressure], but I'm able to deal with it. Part of it is the time of the school year, the length of the cold spell, and curriculum. That is, teachers are realizing what they've taught and what still needs to be taught. Pressure is implied by sickness, days off, tears and breaking down. I deal with it by spending time alone out of school, and also because I'm not worried if my students don't write four compositions each week, out of seven expected. The staff here really has high expectations.

When talking about next Tuesday, when we've planned that I observe Pat teaching a Social Studies lesson, Pat says "I don't know what you'll think of it, as it's very different, probably, from that of others." He then asks me "how much longer are you going to stay [here at Mimosa]?"

Also in the staffroom at this time Karen is interested that some sessions at the Teachers' Convention will be tape-recorded this year. She wonders "if that means that I could listen to tapes instead of going."

Monday, 8th February, 1982

Sid talks about Special Education in Alberta and says that "I'm very angry with the School Board, who obviously aren't serious about this mainstreaming, as they put a limit on the number of those who will be funded."

Henry has been talking about how (special education funded) money is being spent at certain schools. He says that he knows of a school where this money "is used to buy computers for general use, and most [of the money] is put into general funds so that students for whom the money is given don't really benefit, but rather the school budget. I think that they will tighten accountability this year."

Tuesday, 9th February, 1982

Diane asks Natalie if she's "recently done a sociogram with your class." Natalie says she's not sure how to do one. Diane explains that what she does is "ask the students to write down five names of those who are special in the class and then I map it out."

Thursday, 11th February, 1982

Sid talks about a lecture that he attended last night, given by Dr. J. Mitchell, on observation skills for teachers. Sid says that the lecturer said that "moral and cognitive stages haven't changed, and in Social Studies [students] are interested in information, as there's some novelty in it, but they don't really understand values, although they can regurgitate for teachers." Henry, who listens carefully to what Sid says, adds that "from my own observation I agree." Henry says that "it may be that teachers take the factual approach, though maybe not at Grade One. Certainly many historical aspects really interest children." Sid talks about "the capacity of eleven and twelve year olds to be indoctrinated—they can't really understand others' points of view." Henry says that "Social Studies on morals is going far too far for most students." Sid thinks that "this [teaching] of morals really undermines the new Social Studies." Henry interrupts to say that "[morals] is the most important thing in the [1981 Alberta Social Studies] Curriculum." Sid continues by saying that

> Students can't really do what the [Social Studies] Curriculum says, or they are simply reflecting the teacher's values. Students are very good at picking up artifacts, seeing the form [of the objects] without understanding. Perhaps they are just mimicking. Their inner feelings haven't really changed.

Henry says that "this really fits in with Kohlberg's stages." Sid says that "students understand fear and punishment, but the concept of justice is beyond them." Henry thinks that "students are into [the concept of] fairness, but not many others." Sid says that "justice is being able to detach oneself and look at it, and children can't, yet this is the premise of the present Social Studies and much of schooling. So J. Mitchell was there [at the lecture] to relieve [teachers] of that burden." Henry says that "the original idea of the issues approach has filtered down from University and High School, and has been put into the elementary level even if inappropriate." Sid says that

> George [one of his students who is often in trouble at school because of his often unintentional hurting of other students by his size and strength] loves [studying about] Sparta as they were very physical. Children need to play and you can teach Social Studies by using diaramas and plays.

Henry agrees that students need to "play" in school and says that the teacher "should check the students' perceptions of these things. You need to understand the parameters of children, or else you become frustrated teachers." Henry goes on to say "I've heard many derogatory comments about the [1981 Alberta] Social Studies Curriculum." Sid says that his students "are interested in where the Greeks lived, and what they wore." Henry relates:

> The world of the Aztecs to today, by comparison. This re-affirms the students' own positions and provides security for them. That's the reason with the Aztecs that I've provided a lot of information about religion. In the teaching unit there is a disjointed approach to the knowledge section.

Sid says that "you need to understand the limitations of students. Teachers shouldn't try to make children act like adults, including evaluating children like adults. That puts great pressure on children." Henry says "that's a really good point." Sid says that as a teacher "I'm only affirming things when a student shows particular insight." Henry wonders "if getting into these moral things is really possible." Sid says that "when you look at the [1981 Alberta] Social Studies Curriculum it appears that they [the developers] haven't considered developmental psychology." Henry says that

> Much of the [1981 Alberta Social Studies Curriculum] was conceived in Gary Nolan's mind [the provincial director of Social Studies]. I was in on that Curriculum [1978 Alberta Social Studies Curriculum, Interim Edition, which, with minor alterations, became the present, 1981 Alberta Social Studies Curriculum] planning, and the basic premises were not thought about. It was assumed that the way to go was values, like 'we need it this way.' Objectors were considered as not wanting to change. I wonder that they retained the historical components, as in the 'Aztecs.'

Henry and Sid leave the staffroom to return to their classrooms. Barbara had listened to the last few minutes of the discussion between Sid and Henry, and after they leave the staffroom she says that "I think that it is only new teachers not with a previous Curriculum that probably follow the [present] Curriculum. Others do what they're comfortable with, not throwing out what they're used to."

Friday, 12th February, 1982

In the staffroom Tracey Dent talks to Pat White about "the need for consistency among teachers about supervision [of students]." Janeen is listening to this conversation and becomes involved in pointing out to Tracey that she, Janeen, believes in talking things out with students. Pat says that the problems with discipline that "we are having is that school spirit is lacking." He says that "survival is change." Janeen asks Tracey if she wants "to apply for transfer to a 'tougher' principal. It's clear that our philosophies are different." Pat says that "what we need is a good injection of school spirit through [school] assemblies and other things." Janeen leaves the staffroom. Pat says that "you never use 'strap' as a word with students here [at Mimosa], as [the teachers] get very upset here." Tracey says "the strap isn't so bad." Pat says "that's right. That's one strategy. As in teaching there are ten different ways. Having rules and being tough make life more comfortable." Tracey concludes by saying "if they don't learn rules here, where will they learn them?"

In a change of topic Pat says "I've written to Janeen, that we shouldn't have crisis counselling here [referring to his belief that teachers should handle their own students, that a school counsellor is redundant]." Pat and Tracey indicate to each other that they agree about this matter. Tracey says "you can be firm, yet gentle." Pat says that "if I see a [teaching] philosophy at either end of the spectrum, that's bad news. I don't think that we should have a librarian or a counsellor at all. A resource person is a specialist position—Alf could do that." Pat adds that "the staff here is very cohesive."

Natalie tells me about her students saying that didn't like Social Studies, especially about southern Alberta, and

> One girl asked me if I liked it. I told her that I didn't really. They want to see more drama, and maps, and work on animals, even though we have a lot of it. They want to study animals in the world. I told them about my responsibilities to follow the Curriculum, and I will try to make it more interesting.

Monday, 15th February, 1982

In the staffroom Janeen talks about trying to work out the school budget, saying that it will "probably mean having Kathryn as a regular teacher." Janeen says that "I take a lot of account of my personal relationship with people. For example, if there was an outstanding teacher available for Mary's job [as Music teacher], I would first of all find out if there was a suitable other job for Mary." The area psychologist, Walter, comes into the staffroom, and Janeen decides to talk with him here, rather than in her office. She tells Walter about a problem situation in Julie's class, where

> The father is very much against creativity and [our approach to teaching] Language Arts. I'm giving a biassed account of this. The child is crying at home as the work is too easy! The problem with Sean is his father. I told him [the father] so. It wasn't easy. The father disapproved of me totally. He kept looking at the Valentine's Day badge [on my dress] of a gorilla saying 'Kissy Me,' and he sees me as a little woman. I think that the father has very high expectations and I'm afraid he's making him grow up too quickly. Sean is very bossy with other students, who don't like working with him in groups.

Janeen says that she said to the father that she is talking about Sean's self-concept, not his intelligence, but "the father said that he wants tests done." Janeen says that Julie supported her in front of the father.

Elaine, after waiting for Janeen to pause, interrupts Janeen's account of the situation to apprise Janeen of a problem that she has. Two girls in Barbara's class, seen by all of the teachers at Mimosa School as "problem" students, have been pushing one of Elaine's Grade Three students, and have caused some minor injury. Both Janeen and Walter (who knows of the two girls from Barbara's Grade Five) tell Elaine that there is a need to be "very succinct" with Joan (one of the two girls). Janeen says "you can't reason with her [Joan] so I'll keep her back after school."

As Elaine leaves Janeen continues with her account of the situation with Sean and his father. She says that

> The father has said 'no way' about possible counselling for the parents [Sean's] if the child's I.Q. [Intelligence Quotient] doesn't turn out to be very high. I feel sorry for Sean, as his parents will probably move him to another school, and he will still live in the same situation.

As Walter takes Sean into Kathryn's office, having collected him from Julie's classroom, Janeen tells me that Peter Spence rang "doubting his own existence, and saying that he will never deal directly with children again."

Tuesday, 16th February, 1982

During the lunch hour a group of teachers (Alf, Laura, Elaine, Natalie, Karen, Sid and Henry) are discussing the special education program of the School Board. Janeen, Pat, Kathryn and Isabel are away at an In-Service session. Henry refers to a "knowledgeable source who says that only one student is getting an appropriate program when staying in his [local] school." The topic changes abruptly to a continuation of a previous staff discussion about the possibility of having an assistant principal at Mimosa School. Natalie says that

"Sam Bulovich [the area Associate Superintendent] would try to talk us out of it if we want to have one." She asks Henry for his views on whether he thinks that Mimósa should have an Assistant Principal. Henry says "I'm in favour of it in general, although with Alf's role and with Janeen against it, then it's probably not much of a problem." Natalie says "I like the idea of Alf taking over some roles, as it was proposed [at the recent staff meeting]." Henry says that he agrees with that. Elaine thinks that that would mean that "Alf would have extra responsibilities but not remuneration." Karen strongly supports the idea of having an Assistant Principal at Mimosa School, "as the designate [principal] role is too difficult. I remember last year [as designate principal]." Henry says that "I think that the Principal should teach, to keep in touch. I remember as a consultant that I lost touch with teaching. Past experience tends to look pretty rosy when you think of what teaching means." Henry continues by saying that "I guess that's sacred, so we don't talk about it. There are sacred cows everywhere, not just in India." (I'm exhorted by several teachers to write that down in my notes.) Sid says "I would like to support that [of the Principal teaching], but I think that the initiative should come from the Principal. Henry agrees, although both he and Sid think that teachers can suggest such things. Alf tells the group that "I try to teach in the Library and I'm sure that helps me to get to know the students in the school."

The discussion moves around to talk about the role of resource teacher at the school, and that Kathyrn is not interested in .2 time in that position. Sid wonders "what would happen to special education students and using it otherwise. Alf and Henry talk about "the realistic situation of probably not having many students funded." Henry says "I'm not influenced by the idea that students are labelled when taken to another school." He says, and is supported by Natalie, Sid and Karen, that he thinks "that students are labelled when going to the resource teacher, or even given special attention in class." Julie O'Shea arrives for lunch. Henry continues the discussion by saying that "there's conflict between herd instinct and self-advancement." Sid says that "all are equal but some are more equal than others." He tells me to "write that down as an original statement." Sid and Julie ask me about the situation concerning assistant principals and special education in Australian schools.

Natalie talks about Kevin, a student in her class, who has been labelled as a student in need of special education but has remained in Natalie's class because both she and the parents wanted it that way. Natalie says that with Kevin "there has been great growth, as I know him very well. The main support and development is because of the parents' support at home." Henry says that "the fact that some students will never be able to do what the class needs." Natalie says that "we should be able to reach the needs of our students." Neither Henry nor Natalie is in "support of streamed classes, as a relative thing." Henry says that "the 'A' class will have students from the higher socio-economic situation. This would mean a weighting of problems in the classroom." Karen asks "what about Junior High?" (where they have streamed classes). Natalie says "it's maybe age, but I hadn't thought about it." Henry says "I've worked with streaming and it worked well. I'm not sure that streamed classes are not just as happy." Natalie says "I still stream, teaching each student according to ability." Karen moves to sit beside Natalie, to enter more into the discussion with Natalie and Henry. Sid and Julie have left the staffroom as they are on supervision duty. Natalie says "I've thought it would be nice just to teach Math and Language Arts, channelling all efforts there." Henry says "I find a big advantage in pooling knowledge about kids. I've even had a fairer assessment by report time." Natalie suggests the possibility "of team teaching." Henry says "it has to have the right people, but planning is much better and you think more about the students." Natalie says "I would like to try [team teaching]." Henry says "it's one of the best ways to go. In my experience it's been the best part of teaching."

- - - - - -

During the afternoon Barbara and Laura are working independently in the staffroom. Barbara says that "some principals get on a 'glory trip,' away from the classroom. But Janeen would never agree to teach. I'm glad that teachers are talking about these things, or else they'll find that they'll have to do a lot of things with which they disagree." (I'm interested to discover that I have strong empathy with the staff position, and view Janeen as seeing herself as an authority figure who won't "dirty her hands.") Laura looks up from her work and says that "Janeen announced this morning that she has applied for sabbatical leave and has been offered a position in Central Office." Laura says

> That really threw me. I can see pros and cons for having an assistant principal, but I've not made up my mind, although,

> with Janeen going, I can see a real need for one. I think that to ask a principal to teach is too much. Also, schools are very different from three years ago, so a non-teaching principal who has been out of teaching for three years really doesn't know what it's like.

Joy Summer had said earlier today that "Janeen had spoken to me this morning, telling me her reasons for not wanting an assistant principal. I still think that it's a good idea, although I didn't say so to Janeen. I think that it would be good for the principal to teach, but I don't think that Janeen would do so."

- - - - - -

During the afternoon recess, Sid says that "I think that teachers will lose interest in the school budget, as a process, when they see the limitations of it." Alf says

> I've never liked it, and it's dropping each year, with Central Office [of the School Board] cutting back. I think that the present system is 'slicing the pie,' not budgeting. Economically, Mimosa would not have an extra teacher next year, but larger classes. I think that the system is trying to get rid of consultants, as at present they're getting them to check down each minute of the day.

Henry doesn't "think so [that consultants' positions will be eliminated] as Central Office wants to have control." Sid says "I find it very creative that they have so many different consultants in the system." In reference to the discussion during the noon hour about Janeen, Karen says that "Janeen has had very little teaching experience and then she's had a long absence from the classroom." Laura says to Karen that "I was really upset when I heard Janeen say this morning that possibly she will be leaving."

- - - - - -

Kathryn says that "Ted goes home each afternoon and thinks up open-ended answers so that he doesn't commit himself." Karen says "we should tie Ted down away from all pencils so that he can't write and then have a great gossip session, with a tape-recorder playing 'Tie Me Kangaroo Down.'" Alf asks me for my opinion of the school budget process. When I say "interesting," Kathryn says "there he goes again." Norm Fontaine arrives, having been to the doctor, and Karen asks him if he will mark books for her.

Tuesday, 16th March, 1982

In the staffroom during the afternoon recess period Henry, Barbara, Karen, Alf and myself engage in a discussion of the prescription by the educational system of specific curricula in schools. Henry, in particular, thinks that through prescription of curricula teachers are not being given their due respect as professional people. He says that "there are semi-charlatans in education, with new ideas being taken up, and then leaving a residual part in passing, as sand left at the passing of a wave. Perhaps like in medicine, in [education] there is maybe not a clear-cut body of knowledge, an accepted, agreed on way of doing things."

- - - - - -

Henry's Assessment of Social Studies Unit

Henry's initial comment about the Social Studies unit, "The Aztecs," which he has recently completed teaching to his Grade Six students, is that the unit is rather long and he thinks that is because the School Board developed it. (He knows the way they operate, as he was previously the Project Director for the development of the Grade

Six unit on "The Greeks." Henry thinks that at the

> beginning of the [Aztec] unit, there is not enough development of background, which means that the students are deficient in solid knowledge. There is a lack of Audio-Visual materials and no place to get them. There is a dependence on one reference [the book, "The Aztecs"], as there are no others suitable to the reading level [of Grade Six students].

Henry says concerning other resources that there is only one film (on the Aztecs) downtown.

The Aztecs are very interesting to study, in Henry's opinion, but he thinks that if the study of the Aztecs is not "into the context of the European situation [about the Spaniards] the students are not getting knowledge applicable to their own situation. That is not to denigrate Indian cultures."

As far as the Aztec unit is concerned, Henry believes that "many lessons are too long and drawn-out, so in future I would abbreviate. Part of the length is due to the lack of knowledge base." In terms of interest level within the unit, Henry thinks that the Aztec "religion, as the sensational part, is most interesting to students." Henry has doubts as to whether he would follow the (Aztec) unit closely next year—"I would change it considerably, using the objectives in the [1981 Alberta Social Studies] Curriculum as the base and modifying material quite a lot." Henry concludes his assessment of the Aztec unit by saying that he's been much happier with other Grade Six Social Studies units.

Wednesday, 24th March, 1982

Barbara's Post-Mortem on her Social Studies Unit

Barbara is very pleased with the Social Studies unit, "Canada: A Meeting of Cultures," that she and her class have just concluded. The way in which the students worked with individual study cards really pleased Barbara. The students would have the answers to each card checked and were then ready for the next card. She was pleased with the amount of material that was gleaned by the students, on their own, which they communicated during general class sessions. The unit was the right length (eight to nine weeks) to maintain student interest throughout its course. Barbara enjoyed not having to take all of the lessons herself. She believes that the students were far more responsive in working by themselves, with material that they could handle. This unit involved the most individual study for the students that Barbara had used. She will, in future, try this approach more often. A problem developed in that there were too few materials available at the students' level. She believes the same problem exists with the next unit that she is teaching in Social Studies: "The United States: Canada's Closest Neighbour."

Barbara thinks that the unit which her class has just completed, "Canada: A Meeting of Cultures," has only very recently been developed, probably, she thinks, in 1980/1981. She thinks that it fits in with the steps of inquiry that are in the 1981 Curriculum. The effectiveness of the unit, so Barbara thinks, is that it is well planned, and supplemented with appropriate materials, able to be read and interpreted by students. Barbara thinks that "overall, it [the unit] is well done."

The students commented repeatedly to Barbara how much they enjoyed "working in this style." Barbara tells me that "it was neat to watch." The students started the unit by working individually on the study cards, but later worked in pairs or small groups. Barbara was not concerned that they didn't work independently throughout the unit. Many resources were used by the students during the unit, including the "recommended texts, dictionaries, encyclopaediae, other books and an English/French dictionary." This approach meant less work for Barbara out of school hours, as her task was mainly to find material to support the students' individual and group research.

Barbara comments at this stage of our discussion on her unit on the new Social Studies Curriculum. She says that she's not tied to it, she can "take it, skim it, and check the material and the approach." She says she's open to change, and would give it a chance, before deciding whether she's for it or against it. She's ready to decide when she can't do it and will "pull out of it."

Barbara believes that values come through in teaching. By way of explanation, she tells me that her students don't go to the (Principal's) Office, except when sent from the playground. She believes that she operates a fair, kind, honest classroom, open to opposing views. She likes children to do what she does in that she gives her opinions; the same "rule" should apply with students. Barbara wants students to participate in the thinking process.

Our discussion has moved away from Barbara's recently completed Social Studies unit, but Barbara is following her train of thought.

In talking about what constitutes a good citizen, Barbara's aim for her students is that they become active, to take part in decision-making, and when a decision is made, if possible to support the group. She wants her students to become citizens who are responsible, honest, of good character, and that they should learn and practise those attributes in her classroom. Barbara tries to practice this type of citizenship in the staffroom as well, by trying to encourage participation, stating her opinions, and not being part of a silent group.

In returning to the topic of Social Studies, Barbara says that the new Social Studies Curriculum should be implemented very differently from the present method. She thinks that it should be presented more meaningfully, with in-service involving an overview of a unit. Actual materials should be presented, with some idea as to how it is expected to be implemented. Some choice of approach should be presented, "more than one approach," and it should be given to teachers beforehand. When materials are prescribed, planning should ensure that the reading level is appropriate. Barbara says that neither book for the unit on the United States as Canada's Closest Neighbour, is suitable, as was shown at an In-Service session last Friday (19th March, 1982). The reading level needs to be appropriate so that the materials can be properly used.

Barbara thinks that teachers should be "somewhat expected, required to follow the Curriculum, though not in exactly the prescribed manner." If more than one approach is given, Barbara thinks that teachers can find a workable approach to suit themselves.

Thursday, 15th April, 1982

After driving Sid to his home after school, I had the opportunity to present to him some of my interpretations of the life-world of the staff at Mimosa School. He talked about his own early days at Mimosa School, when he tried to do all that Janeen said, and found himself becoming very frustrated, as it didn't suit his style. He believes that he has only recently changed to his natural style, having "cut the umbilical cord." He thinks that Natalie has reached a similar position this year, too.

Sid talked about the different types of principals that he's known or heard about from others. He thinks there are those who are settled and "just sitting there." Others are like mother-figures, happy with the situation and the staff, and not trying to change them. Still others are like Janeen, with contacts and "up and coming." He believes that the staff at Mimosa School have reached the stage where they want to handle things as a staff, as professionals, without a great deal of direction and instructions. Sid is amused and applauds Henry's approach to authority—"he does his own thing," (without being disrespectful). Sid thinks that Pat has personal difficulty in relating well to those in teaching who are less committed to teaching than himself.

Friday, 14th May, 1982

I experienced a feeling of nostalgia, of having missed all that happened at Mimosa School this past week. I think that the week of absence from the school has increased my objectivity about the school life-world, but clearly I have developed an emotional attachment to the people here. Janeen is in the office, still busy at both of her positions, as Principal at Mimosa School and as an administrator of Educational Services at the School Board (at Central Office). She tells me that "some evenings I'm here till 7:30 p.m. or 8:00 p.m. I have interviewed teachers for jobs here and for the position of new Educational Consultant." The memo on the bulletin board includes news of Julie O'Shea's new son. Obviously some of the staff are going to Charley's on Saturday evening, according to notices on the bulletin board and on the refrigerator. Janeen comes into the staffroom and tells me that she mentioned to Professor Young (on my doctoral committee, who visited the school with me) last week that "someone at the party for Julie [O'Shea] had asked me whether Ted was there [at the party] on pleasure or business." A little girl comes to the staffroom and says very pleasantly "Hi, Mr. Boyce." That's very nice to hear. Karen passes through the staffroom, on the way from her classroom to the Library. She has a broken finger which she says is mending well and she tells me that both she and Norm are well, but several of her students have colds.

Barbara, sitting in the staffroom because Janeen is at school and so she is not required in the office, or with her class which is being taught by Kathryn, while Barbara is Acting Principal in Janeen's absence (half days). Barbara says that the way that she dresses "is part of modelling for students." She says, with a laugh, that "my philosophy has changed." She does say, however, that "I have changed my perspective on some things, including so many things that you have to do in the office [as Principal]. You have to meet so many people, visit rooms, write letters, telephone, and I now understand why administrators take little breaks in the staffroom."

Tuesday, 18th May, 1982

In talking with Sid about "child-centredness" he says that

> I've discussed it with Jane [his wife, who is also a teacher] and we agree that it's strange how those advocating child-centred teaching are so involved with strategies that try to improve the child in specific ways. It seems so incongruous. I think that it depends very much on the perspective that one has.

Friday, 25th June, 1982

In asking Henry about his reactions to the In-Service training that teachers are being given at present, he says that

> A lot of In-Service that we're given, we feel we have to take. It's not necessarily what we feel we want, but it's what someone downtown in the Department of Education thinks we need. It's not all of that, as we have some in the school, which we like. Sometimes here the Principal says what she thinks the teachers need. There's too much of that, jumping on a bandwagon. Some are chosen on our own. The Social Studies In-Service sessions are determined by the Department of Education, including the form of them. I don't know about video-tapes, but I question the effectiveness of those I've seen. As soon as you say 'you've got a deficiency, I'm going to remedy it' you get my back up. Also, there's an oversell of new projects. It's like commercial selling, and the [new projects] can't meet expectations.

Sid's reaction to how In-Service is presently conducted is that In-Service is "done in the name of enlightening people, but it gives a distorted view of reality and upsets and confuses. As a new teacher you have to fight through it all and then take a stand on what you think is possible to teach in the classroom."

As Sid and Henry are together in the staffroom their comments lead to a dialogue between the two of them. Henry says "In-Service shows a lack of professionalism." Sid says "as in law, a teacher uses what he experiments with and finds to be effective." Henry says "so in medicine. We assume in education that we have to change and maybe we don't need to." Sid says "fundamentally, teaching is what the teacher brings in as a person." Henry says "there's a lack of respect for human differences." Both Sid and Henry agree that there is, in the present nature of In-Service training, "a lack of trust." Sid says that "it means that as a principal, you wouldn't be able to trust your staff." Henry says that in teaching there is "lip-service to dignity and the needs [of teachers], but in In-Service that is not done. Even in the trades, practices are given more time [than in teaching]. Teaching is unique in that." Sid thinks that "administrators and the community do an overkill in trying to get teachers into the right way. It's kind of conditioning, showing that they don't trust [teachers]." Henry says that "it is a totalitarian view, as in communism, that you must conform to the party line, so it doesn't work well." Sid says "it is tied in with a feeling of guilt. They get to teachers that way." Henry thinks that the system "is laying guilt on teachers that they're not doing a good job. I've been around long enough that I don't worry too much, although [the pressure] is still there. They should see the needs of people and base In-Service on that." Sid concludes by saying "I'd say 'ditto' to that. By doing that [finding out teachers' needs and meeting those needs] they might not get as much In-Service done as some would like, but they're not getting change anyway [with the present system of In-Service]."

In-Service, says Barbara, "is excellent at school, usually, especially those planned in school, including the one with Division

One [which Barbara helped to organize recently]. In-Service should be at the grade level, and voluntary." At the system-wide In-Service on Social Studies this year

> It was on new material and the instructor did his best, but had problems with materials. So it was all one-way, deliver and listen, and [with that] you can't question intelligently. There's often not enough material to be worthwhile. I would rather stay in my own classroom. I prefer school-planned In-Service, as it's directed in the direction in which you're going. Teachers should decide, rather than large-scale. Dollar-wise, large-scale In-Service is very poor. They're trying to do much for many, but they're not doing any thoroughly.

In describing herself, Barbara says "I'm a survivor, and that is related to my background. I'm not teaching to be loved but to teach, and then hopefully to love and be loved."

- - - - - -

On this the final day of the school year, as I bade farewell to Janeen in her office (and this was Janeen's final day as Principal of Mimosa School), Janeen asked me for my opinion as to "the reason for the poor opinion of teachers by students in the System Survey" (the results of which had caused great anxiety amongst the staff at the staff meeting on the teachers' second day at school in this school year). Janeen says "I just don't understand it, Ted."

Chapter Seven

INTERPRETIVE REFLECTIONS
(CONCLUSIONS OF THE STUDY)

The professional life-world of teachers at one elementary school has been in focus. The teachers have revealed their thoughts about their professional life-world, allowing their perspectives to be uncovered. Throughout this study the emphasis has been on the meaning of teaching for teachers. Hypothesis testing was deliberately avoided throughout the data collection process, with the paramount concern being to uncover the reality that is there for teachers. The reader has access to many of the thoughts, feelings, beliefs and values of the teachers in this study, as the teachers expressed them to the researcher. What it meant to be a teacher in the situation that was described can be interpreted by the reader from the available data.

As the researcher I am able to reflectively interpret the teachers' perspectives of their professional life-world, having participated in that life-world. In this interpretation the exploratory questions that were used in this study will be reviewed, and references are made where appropriate to the literature which was reviewed in Chapter Two. The most significant interpretation of this study, however, relates to the essence of teaching, as it was uncovered in the manifested perspectives of the teachers. From the perspectives of the teachers in this study it is possible to answer the question:

What is the meaning of teaching for teachers? Further analysis is made of teachers' perspectives, as a staff, in reference to Tonnies' notions of gemeinschaft and gesellschaft (community and society), in which the familyness of the teaching staff is examined.

The interpretations of the researcher are discussed primarily in light of meanings which emerged from the data of the study, not directly as answers to the exploratory questions. However, the exploratory questions are reviewed as they provided the basis of the foreshadowed problems (Malinowski, 1922) with which the researcher embarked on the study.

The exploratory questions, as outlined in the introduction to this dissertation, were:

1. What constitutes teachers' perspectives?

2. Which contextual aspects in the classrooms, in staff relationships, and outside the school setting, influence the teachers' perspectives?

3. What are the assumptions that teachers make about students, learning, classrooms, curricula and professional development which support their perspectives?

4. How do teachers synthesize the various types of information about curriculum development, student background and teacher role into their perspectives?

5. How is teacher perspective oriented to teacher planning for teaching?

6. What is the role of perspective in a school staff situation?

7. How do teachers perceive communications intended to modify

or improve their performance?

8. What are the constraints that underlie such teacher perceptions?

9. What is the relationship between these dimensions and the evaluative process by which teachers make decisions regarding the implementation of change in school programs?

Perspective on Teachers' Perspectives

This study did not purport to examine every constituent aspect of teachers' perspectives, but rather to interpret the emphases of teachers' perspectives as revealed in the teachers' expressions of their thoughts, feelings and beliefs in certain aspects of their professional life-world as they were uncovered to the view of a researcher-participant. Therefore, in seeking to understand what constitutes teachers' perspective, it is intended to reveal those aspects of the teachers' perspectives which were predominant in this study.

From the data provided by the teachers in this study it is evident that each teacher's perspective is individual because of what that person brings to the teaching situation. As regards teacher perspective, it would be difficult, perhaps impossible, to stereotype teachers. In this study each teacher's uniqueness stood out as a beacon—based on each teacher's background, which in Werner's terms (see Chapter Two) can be seen as schemes of reference; each teacher's context in the present situation; and the ongoing application of these schemes through plans, goals and expectations. Each teacher's past experience, as a person, in teacher training, and teaching experience, has influenced the view they bring to any teaching situation. For some teachers their own teachers, even in elementary school, have acted as models in their teaching styles and levels of commitment. On the other hand several teachers on the staff in this study were teaching in particular ways in reaction to what they perceived as poor teaching by their own teachers. For some teachers more than others, colleagues on their present teaching staff are seen to influence the way they teach. However, this study lends strong support to the notion of Jackson (1968) and Lortie (1969, 1975) that teachers perceive themselves to be autonomous in their teaching role. Although some teachers acknowledged that they refer to others, usually colleagues on their own teaching staff, for ideas and resources, they maintain their independence in their teaching situation.

Teacher individuality expressed itself in many different ways. Teachers were particularly strong in their belief that in matters of curriculum their decisions are the important ones. They perceived curriculum developers as being removed from, and in a sense ignorant of, the real world of teaching, and administrators and consultants who sought to promote new curricula were regarded similarly. From the teachers' perspectives the schooling of their students is their responsibility, and teachers have the attitude that "nobody knows my students like I do," indicating a strong attachment to the students, and also the erection of barriers by the teacher in the teaching role, in the belief that each situation is different and so must be treated, by the teacher, on its own. Even the statement by one of the teachers that "the [Curriculum] is a disaster," a strong value judgment, implies that the teacher knows best in the particular situation and will act accordingly.

The personal approach to teaching of each teacher can be linked with the concept of individuality. In this study many of the teachers emphasized the building of relationships between themselves and the students (and also among the students) in the affective realm. This emphasis is linked to the teachers' beliefs that each one (student) is an individual and is different, and must be related to by the teacher on those bases. For the teachers the approach to establishing appropriate teacher-student relationships is reinforced by the time and commitment given by the teacher to the nurture (academic, social, emotional and physical) of students in the teaching situation. To reach the whole child and provide the environment for the appropriate development of each student can only be achieved by the one person who is the teacher of that student. Others may have ideas and provide useful and interesting suggestions for the teacher, but the teacher, by the relationships held with the students, and the understanding of the students developed by the teacher within those relationships, must act as an individual, and also accept, individually, some type of responsibility as to what is taught and learnt.

Another factor in the situation of this study was related to the individuality of teachers: teachers perceive themselves to be under much pressure in their teaching situation. The isolation of individuality within teaching (accepted and expected by teachers) casts burdens of pressure on teachers, causing teachers to feel keenly their situations. It seems that the normal teaching situation is acceptable to teachers, as providing enough pressure for the teacher, but that other pressures, related to teaching, can overbalance the level of pressure that teachers feel is reasonable. Other pressures include expectations of others (administrators, curriculum developers, colleagues, parents) and extra-classroom responsibilities within the school situation, as well as such pressures as media disparagement of teachers' worth. However, not all teachers in this study reacted similarly to others in response to these pressures. Some teachers feel the pressures from curriculum developers and administrators acutely, as they believe that, as teachers, and as subordinates, they should do as they are told. This introduces much pressure on such teachers as they also believe that as teachers they are autonomous and should exhibit individuality. Therefore, a state of tension exists for them. With similar potential pressures, other teachers, not through length of teaching experience, but because of their philosophy of teaching, as part of their perspective, do not feel such pressures—their senses of individuality and autonomy as teachers over-ride the effects of these potential pressures. In this study one teacher was being bowed down by perceived pressures from the administrator of the school to be more like another teacher at the school. This pressured teacher reinforced the sense of pressure by attempting to be like that teacher, and pressure mounted, and was manifested, as the school year unfolded. The major apparent reasons for the lack of congruence in teaching styles of the two teachers was that the teachers had quite distinctly different perspectives on teaching, schooling and curriculum. In this case the pressure was greatly alleviated when the pressured teacher, with encouragement from colleagues and spouse, relinquished the attempt to emulate the other teacher, and reduced the time and energy that had been given in the attempt to model the other teacher. This teacher's sense of integrity as a teacher returned when she "was herself" and she resolved not to attempt again to be like another teacher, although still ready to be influenced by the suggestions and ideas of others.

Other teachers reacted negatively to extra-classroom pressures, such as committees, community social events, special duties such as patrol duty and collecting money, and even to lengthy staff meetings. For some teachers pressure came as these activities were seen as non-essentials to the task of teaching, and also the teachers were in different roles from that of teaching, without independence, and individuality. For other teachers such extra-classroom activities did not produce pressure, as their attitudes tended to allow them to philosophically accept that these activities, though peripheral, were part of their situations.

The perspective of teaching which emerged in this study of teachers' perspectives highlights the role of the teacher. For each teacher, individual perspective is paramount, and while this produces pressures through perceived and actual responsibilities, teachers see the world of teaching through their own perspectival vision.

Contextual Influences on Teachers' Perspectives

The teachers in this study indicated that, even though their perspectives of teaching focussed on the notions of individuality and autonomy, accompanied by flexibility and informality, they are influenced in their views of teaching by various factors. Some of these factors produce pressures on teachers, while others are accepted as matters of course. It could be argued from the data of this study that many of the pressures felt by teachers were, in a sense, self-induced, as some teachers perceived the same influence as a matter of course that other teachers perceived as a pressure point. For example, in matters of curriculum some teachers felt pressured because as teachers they wanted to do their own thing, as they felt responsible in a type of solitary splendour, for what happened in their teaching, but also felt compelled to follow what others, perceived by the teachers as not knowing the reality of the teaching situation (administrators and curriculum developers), prescribed for them. Other teachers felt no such constraints with the same influences present.

However, rather than emphasizing that such pressures on teachers are self-induced, it is much more significant, appropriate and valuable to accept the significance of different teachers' reactions to similar influences. The significant understanding to emerge from these data on teachers' responses to pressure is that teachers are individual, different and need to be seen individually as a whole person. It is inappropriate to stereotype a teacher because of that teacher's response to pressure in particular situations without seeking to understand the perspective of that person as a teacher.

It is highly unlikely that an observer could appropriately interpret a teacher's understanding of part of the teacher's professional life-world without having reasonable understanding of that teacher's perspective of teaching and of the professional life-world situation of the teacher.

The teachers' thoughts and beliefs as indicated in this study suggest that several contextual aspects of the classroom influence their perspectives of teaching. Time is a factor which influences teachers' perspectives in several ways: the time of day, the time of the year, the length of time of the relationship between teacher and student, and the stage in time of the teacher's experience as a teacher. Whether a teacher is beginning a career, starting in a new situation (new school, new grade, new responsibilities), or looking forward to retirement in the near future, affects the teacher's perspective on teaching. Other aspects of the classroom which influence teachers' perspectives include the age and grade level of the students, and the individual and collected needs, interests and abilities of the students. Also influential on the teachers' perspectives are factors such as student behaviour, the teacher's previous knowledge of the students and the resources available for the classroom. The teacher's sense of aloneness, with its incumbent responsibility, within the classroom, also impacts on the view of teaching that is part of the teacher's perspective.

The relationships of the classroom are perceived by teachers to be a major factor in determining how teachers view their world. This factor of relationships is related to teachers' views of students, of schooling, of classroom behaviour and management, and of teacher role in the classroom. In this study some teachers wanted to allow students to make decisions in the classroom, while other teachers were much more directive and prescriptive in matters of teacher-student relationships.

The teachers' views of curriculum also influenced their perspective, as some teachers viewed the curriculum as given, and to be followed by themselves and their students, while other teachers saw the curriculum as becoming, through the experiences in the classroom.

These dissonant views ~~among~~ the teachers of the school in this study in matters of relationships and curriculum again highlight the relative futility of stereotyping teachers, and also the danger of neglecting to understand the teacher as a whole person, at least professionally.

Within the context of staff relationships the teachers' perspectives are influenced by other teachers. This occurs at times almost imperceptibly as teachers share their experiences in friendly exchanges of information and advice and questioning. As the teachers spend much time together in the situation of their professional life-world, they experience a sense of professional camaraderie which encourages mutual sharing in their professional roles. While this factor of staff relationships does influence teachers' perspectives, this study reveals that teachers are less influenced in their teaching by their colleagues than they are by their senses of individuality and autonomy.

The data of this study also suggest that factors outside the school setting influence teachers' perspectives. As well as the general sense of well-being of teachers, in the emotional, physical and social aspects of their lives, the relationship with others in the home setting and in social contacts contributed to the teachers' perspectives on teaching. This was evident in those teachers whose spouses also teach, but in other ways each teacher's extra-school circle of family and friends was also influential. For one teacher home as a bachelor was the place of solace in solitude, a place apart from the multitudinous concerns, activities and pressures of the school situation. For another teacher her spouse's interest in educational matters allowed her to feel relaxed in what she was doing as a teacher, whereas her disposition and response to new situations suggest that she might otherwise have found many situations to be extremely stressful. It seems also that teachers' regular engagement in leisure activities allowed them to "forget the pressures" of teaching, enabling them to return to their professional life-world with a sense of relaxation—this allowed them to be more "themselves," indicating greater integrity in the link between their teaching philosophy and teaching practice.

In analyzing the teacher's role as the transmitter of culture, Spindler (1962) emphasized the importance of contextual aspects outside the school setting as influences on teacher perspective. Spindler (1962) suggests that four types of teachers can be discerned: reaffirmative traditionalist, compensatory emergentist, vacillator, and adjusted. In his analysis of teachers Spindler suggests that the great majority of teachers are not "adjusted," but are either driven back to their past (their "native state") by perceived threats or pressures, or uncritically appropriate new ideas and programs, often becoming strident proselytizers of the "new," or superficially internalize segments of different systems but do "not rework them into any coherent synthesis" (Spindler, 1962, p. 26). The "adjusted" teacher has a capacity for adjustment to changes that are encountered in the teacher's professional life-world and has the ability to combine features from more than one system of belief on a rational basis. In this study some teachers can be identified as characteristically belonging to each of the groups identified by Spindler (1962), but to stereotype any teacher would not be accurate in light of the ambiguity that is manifested in each teacher. Again the emphasis must be that each teacher is different and cannot be forced into a mould or preconceived framework. Each teacher must be allowed to "speak" for herself or himself.

Assumptions Which Support Teachers' Perspectives

It is important to recognize that teachers make assumptions which support their perspectives of teaching, but perhaps of greater importance are the links between those assumptions and the beliefs that are significant in the teachers' perspectives. The teachers in this study assumed that their relationships with students would greatly influence each child's development and preparation for life, so each teacher assumed some type of professional, and individual, responsibility towards the students. Some teachers assumed that students needed the teacher as a director, while other teachers assumed that their students could learn almost independently, thus implying that the teacher's role was that of a guide. Again, while some teachers assumed that learning occurs for students as part of a "natural" process, other teachers assumed that learning would not occur for students without teacher control or intervention in the learning of each student.

For some teachers it was assumed that the classroom is a hothouse where children blossom for presentation to the world (the larger society), whereas for others it is simply serving the utilitarian purpose of housing teacher and students for several hours each day. This latter viewpoint does not imply that those teachers were less concerned than other teachers about their students but rather that their assumptions about the role of the classroom were that the classroom was only another room.

In their assumptions of curricula the teachers of this study revealed considerable intra-staff differences. Some teachers assumed that curricula are "written in stone" and must be followed slavishly; others assumed that teachers have rights and responsibilities which over-ride curricula. It was interesting to note that among those teachers who assumed that curricula are to be followed carefully some teachers maintained that they did what was best for the students as the classroom situation unfolded.

In matters of professional development the teachers commonly assumed that such activities can influence teachers but that teachers can decide whether they will be influenced by such an outside influence.

Each teacher decides upon the relevance of ideas presented at professional development sessions for particular teaching situations. Teachers assume that "experts" at professional development sessions are usually removed from the "reality" of teaching.

As Wirsing (1972) points out, "consciously or unconsciously, every teacher makes myriad decisions each day in terms of his particular stock of underlying beliefs" (p. 3). Therefore, it was important to understand the assumptions that the teachers of this study hold, as those assumptions largely determined how teachers operated within their professional life-world.

Synthesis of Data into Teachers' Perspectives

What becomes important in teachers' perspectives of teaching is what teachers believe, and the level of commitment of those beliefs. It is through beliefs that teachers synthesize various types of information into their perspectives, for, as Geertz explains, "perspective centers . . . around the problem of belief" (Geertz, in Capps, 1972, p. 186).

The teachers of this study revealed that everyone in teaching does not hold and share the same beliefs and assumptions. However, one significant commonality among the teachers did emerge from this study: teachers do what they believe is best—in the situation.

The teachers in this study remained committed to particular beliefs about schooling, teaching and curriculum, over time, and despite changes in curriculum, in the classroom situation (including new students), and changes in teachers on the staff and the ensuing influences of their perspectives. One of the most significant beliefs of the teachers was that students have certain needs, interests and abilities and it is the teacher's responsibility to respond to those needs. However, teachers seem to have boundaries in the changes that they believe they need to make to accommodate different students and different situations. Therefore, teachers act within boundaries (with differing degrees of flexibility) in their perspectives in response to curriculum development, student background and teacher role. Curricula are developed by teachers with regard to designated curriculum documents, and also the teachers' understanding of their students' backgrounds and in light of their perceptions of their role as teachers. The beliefs of the teachers form the bond which synthesizes various types of information into their perspectives.

Orientation of Teacher Perspective to Teacher Planning

According to Rokeach (1968) "all beliefs are predispositions to action, and [a perspective includes] a set of inter-related predispositions to action organized around . . . a situation." In analyzing the teachers' beliefs in this study there emerges a sense of ambiguity. Some of the teachers, as mentioned earlier, felt that they should follow specified curricula. These teachers viewed themselves as types of extensions of the educational system, believing that they needed to follow closely what the educational system prescribed to be taught. This allowed them to minimize planning for teaching, as the curriculum provided at least the basic plan. However, in considering the content and method of teaching of the curriculum, and upon reflection after teaching, the teachers reverted to their underlying beliefs about teaching, that the teacher is individually responsible for teaching. Other teachers approached planning for teaching with the view that curricula were the teachers' servants, to be used within the perspective of the teachers of their own teaching situations.

Teachers legitimate their perspectives on teaching by their own experiences. What teachers bring to planning, in the way of response to influences of the past and present, inside and outside the school setting, reflect the teaching perspectives which are their own. Legitimization of certain perspectives is, therefore, an inherent part of being a teacher. Therefore, teachers' orientations to planning for teaching are not limited to specific elements within their professional life-world, such as curricula, administrators, colleagues, but reflect the essences of their individual teacher perspectives.

Teachers' Perspectives in the Staff Situation

As Lortie (1969, 1975) has shown, colleagues of teachers have greater influence on teachers than other elements of their professional life-world. In certain aspects of their collective school life the teachers in this study were considerably influenced by colleagues, as in the period of time spent at the school. As social courtesy, teachers, upon entering staffroom discussions, followed the interests of their colleagues. In any close-knit group such procedures are common, and so in this school situation the teachers' conversations were influenced by their colleagues. However, even colleagues who worked together frequently displayed the precedence of individual perspective over staff influence. One Grade Six teacher felt happy to write minimal comments on report cards, while his respected colleague wrote copious notes for his students and their parents.

The teachers in this study, however, rarely disagreed with their colleagues on educational matters. The teachers seemed to operate as a staff either by consensus or compromise, in their roles as teachers. The over-riding element of individuality in the teachers' perspectives implies that compromise or consensus is probably peripheral and of little significance in the teachers' views of themselves as teachers.

Within this periphery of consensus among teachers there does exist a "wave" effect, where it appears that teachers are "swept along by . . . external directives on how and what to teach . . ." (Wirsing, 1972, p. 135). Superficially a "monistic orientation is imposed upon a pluralistic staff . . ." (Wirsing, 1972, p. 136), as the views of the staff of several short-term visitors, and the researcher's own early impressions, would indicate.

However, the interpretation which emerges of teachers' perspectives in the staff situation in this study indicates that other teachers have only minimal influence on the perspective that an individual teacher holds of teaching. This sense of one's own individuality has, nevertheless, contributed to a folk system, whereby each teacher understands and accepts the social system in which the staff participates. As Ogbu (1974) has pointed out a folk system is "built up through perceived experiences and the interpretations of these experiences" (p. 15). As Bohannon explains:

> Events that occur within a social field [however defined] can only be perceived in company of an interpretation. Obviously, the human beings who participate in social events interpret them: they create meaningful systems out of the social relationship in which they are involved. (Bohannon, in Ogbu, 1974, p. 16)

In this study the teachers had established a folk system in which each teacher participated with a high degree of consensus as to the role that each teacher had in the situation. Of primary significance was that each teacher recognized and accepted the individuality and autonomy of each other teacher, and so the folk system existed within that understanding. For the teachers their folk system, their "social reality" (Berger and Luckman, 1966) was not governed by an objective reality "out there," but by the reality which they experienced and interpreted.

Teachers' Perspectives of "New" Programs

It has been suggested that "the only persons who learn anything from curriculum guides are the people who put them together in the first place" (Foster, in Wirsing, 1973, p. 194). According to Wirsing, "next to doctoral dissertations, school curriculum guides probably gather a heavier layer of dust than any other type of reading matter" (Wirsing, 1972, p. 195).

A basic problem with curriculum guides, or indeed any new program that is provided for teachers, is that the program represents a monistic orientation. Exacerbating the problem is the pluralistic staff of teachers to which the new program is directed—with each teacher imbued with a perspective of teaching as being individualistic and autonomous, as this study clearly indicates.

From this study it can be seen that teachers have theories that underpin their teaching and these theories are strong enough to withstand development and diffusion of new programs. Indeed, not only are the beliefs and assumptions of teachers different from those of curriculum developers, consultants, and administrators, but they are also different from teacher to teacher. Having seen that teachers, individually, bring different perspectives to teaching, is it possible to have any real unity or even uniformity in the way that new programs are implemented? Whatever the orientation of a program (prescribed or suggested) it is highly unlikely to clearly reflect any teacher's perspective. This study indicates that teacher judgment of a program is reflective of teacher definition of situation. Teachers can adapt to accept program prescriptions, but the adaptation is two-fold, on the teacher's part and also how the teacher uses the prescribed program. To some extent specified content is taught but methods and procedures are personally determined and reflect the teacher's interpretation of situation and the program, based on that teacher's overall teaching perspective.

Teachers tend to hold new programs at arm's length, to allow for constant analysis and adaptation within the boundaries of each teacher's perspective. Teachers circumvent the letter, and even the spirit, of a new program if there is conflict, from the teachers' perspectives, between the teachers' beliefs and the orientation of the program.

Incorporated within each teacher's sense of their own individuality is the teacher's perspective that each teacher is closer to reality (of teaching in a particular situation) than anyone else, and therefore the teacher is responsible to control the teaching environment in which he or she operates. To the teachers, curriculum developers and administrators are relatively anonymous and impersonal and are attempting to intrude into the sensitive, self-contained world of the classroom. Such intrusions must be edited by the gatekeeper, in transit, so as not to contaminate the environment created by the teacher.

The teacher's definition of reality in teaching reflects each teacher's perspective of teaching. The teacher is concerned with the pressures of time and energy that new programs cause for them. Relevance for their situation is also a teacher concern, as their students have specific needs, interests and abilities, which cannot necessarily be fitted into a particular (program) framework, but rather need to be subjectively assessed and catered for by the teacher.

Proposed changes in schools depend primarily on the teacher. According to Benham (1977) many proposed changes in the United States in recent years have not been implemented, at least partly because

> Schools and school people are operating very largely within the traditional-deterministic rational; while the changes . . . were largely reflective of the philosophy expressed by the contemporary-relativistic rationale. It was not simply a matter of 'liberal' [changes] and 'conservative' educators. . . . The conflict was deeper than that: a basic but usually unarticulated philosophical disagreement about the proper role of schooling, the nature of education, the role of the teacher, and so forth. (Benham, in Werner, 1980, p. 55)

The difficulties for teachers in implementing a new curriculum, as well as the dissonance between teacher perspective and the orientation of the new curriculum, could be viewed as the following:

1. teachers perceive new curricula as radically different from what they are doing, even though they may not be very different;

2. teachers perceive new curricula as inappropriate to teaching and learning from their perspective of the reality of the situation;

3. teachers cannot view new curricula objectively because their "vision" is blurred by what they presently do, and the immediacy of their concerns; and

4. teachers have difficulty in adjusting to further needs (as implied in new curricula) when they feel ready (prepared and able to cope) for the role which they perceive themselves as having as teachers.

It is evident that teachers practise a type of accommodation in response to new curricula, as they respond to attempted or natural influence of curriculum developers, administrators, colleagues, parents, and also students. In this accommodation the rationality of teachers is evident. Teachers appear to avoid blunt confrontation, as Lortie (1969) has shown in his view of the balance of autonomy and control in elementary school teaching, preferring to achieve what is consonant with their perspectives in the privacy of their particular situations within their professional life-world.

Resulting from this teacher trait of accommodation to the natural or attempted influences of others, teachers can be caught on a "wave" phenomenon, being swept along, with other teachers, although not necessarily being committed to, or understanding, new programs themselves. However, this joining of the "wave" is only superficial, as was the case with the unity among the staff that was perceived by short-term visitors, with teachers retaining their individuality and autonomy by teaching according to their own perspectives.

The perspectives of teachers about teaching, schooling and curriculum and their beliefs as expressed individually or in staff conversations, point to the affective and personal qualities of teaching as being paramount. According to Lortie (1975) teachers are influenced by their own teachers due to on-the-job isolation, and this is supported in this study. Therefore, change is consequently slow. These factors, together with the need to be committed in belief to change, suggest that greater technical efficiency, following of new curricula which are perceived as being significantly different from that in use, and new techniques, are unlikely to become important in the teachers' professional life-world in less than a teacher-generation, despite the proposed changes, apparent feasibility or perceived desirability. Based on all of the data of this study and my participation in the professional life-world of teachers at an elementary school it would be surprising if micro-computers achieve much prominence in teaching, for these teachers at least, although teachers may join a "wave." Teachers, as this study indicates, remain loyal to their beliefs within their individual perspectives. For the teachers of this study change is possible in aspects of teaching but only with compatibility to their established teacher perspectives.

Teaching as the "Intimate Link"

One most significant interpretation emerged from this research study of teacher perspective. Through continual researcher participation in the teachers' professional life-world and by seeking to understand the text (expressions of thoughts, feelings and beliefs) of teachers in the school setting through understanding of the context (perspective) it has been possible, by interpretation, to understand, to some degree, the meaning of teaching for teachers. This essence of teaching is here interpreted as the "intimate link," from the perspectives of teachers in their professional life-world.

For teachers, in teaching their personhood is important; this became very clear in this study in the significance given by teachers to the affective realm of relationships in teaching, as the focal point of their teaching perspectives. This focus on relationships is evident from the teachers' philosophies, in their planning, and in conversations within their professional life-world.

The view of teaching as the intimate link which unfolded as teachers' perspectives were uncovered relates to the closeness with which teachers are concerned with their past experiences, as students, the present situation of being teachers, and the sense that teachers have that they are providing, as teachers, links between the past and future generations. Teachers provide the human link, clothed in intimacy, for the next generation to be linked with the past, rather than societal structures providing the links. As this study looked phenomenologically at the perspective of teachers in their professional life-world, this approach probably enabled this view of teachers' perspectives to emerge. Although teachers transmit knowledge and skills to their students, as cultural transmitters, the teachers in this study believed that their most important contribution as teachers was to relate to each student as a person, and to assist in the development of each student's personhood. Teachers looked from the past to provide models or anti-models of ideal teacher perspective and behaviour. They looked to the future as they endeavoured to prepare their students to live as persons in society. The teachers, however, see themselves as the link, and their perspective of that link is that it should be intimate—close, surrounding, bonding and bounding.

This intimacy in teaching supports the protectiveness, concern, responsibility, and "motherliness" which characterize teachers. At the level of the elementary school this sense of being the intimate link can be linked to the preponderance of female teachers in the field. Other characteristics of teachers which support this notion of teachers being intimate links include near-obsession with shop-talk, flexibility and informality within teachers' perspectives.

The teachers in this study characteristically viewed their role as requiring bonding of themselves with their students. There emerged from the study of teachers' perspectives the sense of the teachers surrounding the students with a web of intimacy, thus providing the best environment in which to teach. The teachers bounded the world of their students with subjective perspectives of what they, the teachers, perceived as being best for the students. This was seen in teachers' subjective and, at times, seemingly arbitrary adoption of proposed change in the teaching situation. Administrators, curriculum developers, consultants, and even colleagues and parents, were not allowed, to any major degree, to invade the "private" situation of the teaching role.

The teachers of this study were immersed in their teaching situations, experiencing difficulties in removing themselves from their professional life-world. This almost compulsive intimacy of teachers with their role could account for the love of teaching that was commonly expressed by the teachers in this study. This sense of being intimate links could also account to some extent for the perceived gaps in the lives of many teachers upon retirement from teaching.

From the interpretive perspective of the researcher, the teachers in this study perceive the intimate link to be the essence of teaching, teaching's redeeming feature, its joy, reward and success; at the same time this intimate link, of being a teacher, allows for understanding of the pain, sorrow, despair, frustration, even failure, that are parts of the teachers' professional life-world. This intimate link is also manifested in the teachers' perspectives on the press[illegible] of teaching. This pressure is caused, at least in part, by teachers' intensity of feelings and beliefs within their teaching situations.

The state of tension in which teachers live, with perceived high levels of pressure (both self-induced and other-induced) explains, in part, the ambiguity of teachers' perspectives that was uncovered in this study. The development and maintenance of intimate links are characterized by ambiguity, as the complexities of the situation are in a constant state of tension. In this study teachers often planned to teach according to specific guidelines, but the realities of teaching allowed them to teach even in contradiction of preconceived ideas and plans. Teachers teach according to the situation of the present, called "presentism" by Lortie (1975).

In interpreting what teaching means for teachers it unfolded that for teachers the ideal and the perceived actual are not readily distinguishable. Teaching, for the teachers in this study, is the intimate link—as the ideal and also what they believe they are doing, as both the essence of teaching and their perceptions of their own teaching.

The use in this study of the theoretical approach of hermeneutics allowed teachers' perspectives to be interpreted intersubjectively and phenomenologically, not just as elements of structure and organization. The teachers remain in this view as whole persons, with emphasis on their human personhood. Therefore, it was possible to uncover the notion, by interpretation, that teachers perceive their roles in teaching in an historical sense. Teachers view children as historical figures, and view themselves, as transmitters of culture, as (intimate) links, in the children's lives, of the past with the present and the future. Teachers themselves bring their histories to teaching, as their perspectives can only be properly interpreted with understanding of their contextual past and present, and their expectations of the future.

Teachers' perspectives of teaching as being the "intimate link" helps to explain why teachers have commonly been remembered by their students not by their intellects, personalities, and appearances, but most importantly by their ability to develop relationships with students. This closeness and intensity of relationships that teachers develop can be understood in terms of teachers seeing themselves, and being perceived, as intimate links. Although the major focus of the intimate link in teaching is of the relationship between teacher and students, other intimate links are present: the teacher seeks to develop intimate links among students, between the teacher and the culture to be transmitted to students, and between students and the culture that is transmitted through teaching. Finally, teachers' perspectives can be interpreted as indicating that teachers perceive themselves (and society) as being renewed in the lives of their students (Helen Keller, in Sharp, 1957, p. 119). Teachers' views of teaching as the "intimate link" reflect their beliefs about teaching and their commitment to teaching. Teaching is their (professional) life.

Teachers as Members of a Family-Community (Gemeinschaft)

Upon reflecting on the data and memories of my experience with the teachers in this research study the metaphor of "family" has been useful. The notion of "family" underlying Tonnies' (1957) idea of community (gemeinschaft) can be seen in the relationship which the teachers in this study experienced with each other. Therefore, the idea of gemeinschaft is examined here as representing the concept of "family", in light of this interpretation of teachers' perspectives of their professional life-world.

The staff of the elementary school in this study can be perceived as being members of a community, in the sense of gemeinschaft, as Tonnies explained the concept. This was particularly evident in the view from the staffroom which revealed much of the teachers' perspectives of their professional life-world. The community of teachers at the school was insulated, to a large degree, by its nature as a community and was not easily manipulated nor greatly influenced by forces outside the immediate community. The notion that Tonnies explicated as gemeinschaft can best be understood as a counterpart of gesellschaft, or society beyond the intimacy of community.

The characteristics of Tonnies' notion of gemeinschaft as Janesick (1977) has pointed out include: (1) a natural, unforced association, (2) a family mentality, (3) a conscious collective, (4) face-to-face interactions, (5) unspecialized activities, (6) the means and ends of the group are bound up and often indistinguishable, (7) a small number of individuals are members, (8) the modes are sympathy and identification, (9) there is resistance to and a check on change, and (10) there is a differential status for community members.

Close similarities are present between Tonnies' notion of gemeinschaft and Cooley's idea of the primary group, where individuals of the group and the group itself are involved in an interactive process of mutual influence between group and individual. According to Cooley the major characteristics of a primary group are:

1. Face-to-face association.
2. The unspecialized character of that association.

3. Relative permanence.
4. The small number of persons involved.
5. The relative intimacy among the participants. (Cooley, 1933, p. 55)

As counterpart to the notions of gemeinschaft and primary groups is Tonnies' notion of gesellschaft, which can be perceived (Janesick, 1977) as having the following characteristics: (1) forced or unnatural associations, (2) absence of a family mentality with emphasis on contracts, reciprocity and rights of individuals, (3) absence of a conscious collective, (4) impersonal interactions, (5) activities are highly specialized, (6) the means and ends of the group are clearly delineated, (7) many individuals are members, (8) the modes are rationality and non-emotionalism, (9) change is viewed as progress and highly valued, and (10) everyone is given equal treatment within status levels.

In this study of the teachers in an elementary school, the teachers as a group are clearly distinguishable as gemeinschaft, whereas they perceive the educational system "out there" in the sense of gesellschaft. The major link between the two groups is the Principal, who "has a foot in each camp" from the perspectives of the teachers.

In perceiving themselves as gemeinschaft the teachers saw themselves as belonging by natural association to the staff of the school. Each teacher was part of the staff. From their greetings, conversations, interests and concerns their family mentality was evident. In their professional role relationships as a group, and in their collective social activities, there existed a clear sense of them being a conscious collective—they did things together—from making decisions professionally, as a staff, to eating and socializing together as a group in settings outside the school. One activity outside of the school which reinforced this idea of the conscious collective was the occasion of the volleyball match with the staff of a neighbouring school. The conscious collective was often evident within the school, in places other than the staffroom, such as at the Meet the Teacher Night, school concerts and the Pancake Breakfast. The intimacy of the face-to-face interactions of the teachers encouraged feelings of sympathy and identification. It was significant that teachers used their own community (gemeinschaft) as the platform for commanding and expressing sympathy. Each teacher identified with the other teachers as fellows, as participants within the localized professional life-world. Teachers' goals of tolerance for others, self-development and being able to relate well to others were part of their lives as a staff. As a staff often the activities of the group were random and spontaneous, and this contributed to the sense of community in which they lived their professional lives. In seeing themselves as a group apart there was a sense of unity, not uniformity, and this sense of unity provided the necessary support for individuals and the collective group to resist change, usually by modifying the proposed change to accord with their perceptions of the change and the teaching situation. The sense of community that existed among the teachers encouraged individual teachers to "be themselves," thus doing what they believed was the right thing to do, and only accepting change as it fitted in with their perspectives. The influence of this sense of community was manifested in different situations. Teacher reaction to the proposed curriculum change in the form of the 1981 Alberta Social Studies Curriculum exhibited the role of this sense of community. Teachers were encouraged by other teachers to greatly modify the curriculum in Social Studies, and their community sense overwhelmed the mandates of the "outside" authorities within the larger educational system. Any feelings of guilt in non-conformity to "outside" mandates were allayed by conformity to the "community" accepted stance. The closer bonds of the group were stronger than the more distant links with the "system."

The stated characteristics of a primary group (Cooley, 1933) were also evident in the teaching staff of the school. In particular, the group of teachers was involved in a relatively permanent association, with several of the teachers having been part of that particular staff for several years. This factor of relative permanence as members of the community, and the teaching role in which the teachers were placed, produced relative intimacy among the participants. This level of intimacy was evident from the knowledge of personal relationships and private lives that was held by other teachers. The willingness of most of the teachers to share their personal lives with their fellow teachers reinforces this view of staff intimacy.

From the perspectives of the teachers there was a gesellschaft, a broader (educational) society which was impersonal, structured and public, a counterpart to their world within the elementary school staff, their professional family, their "home." The teachers' idea of this educational gesellschaft was that it existed to attempt to force them into a mould, by telling them what to do and how to do it.

For the teachers the 1981 Alberta Social Studies Curriculum was a product of this educational gesellschaft, being forced on them without them being given an official voice in the matter. Although as members of gemeinschaft the teachers restricted the influence of this prescribed imposition yet it was perceived as coming from the "outside," a product of the "system." The teachers viewed the educational gesellschaft as a nebulous, monolithic structure, distantly removed from the "real" world of teaching. When the Principal presented proposals according to the system (as in using the authority of the associate superintendent of the School Board) to the staff, the teachers were quick to react negatively, as that "authority" represented the "system." Inasmuch as the Principal had little teaching experience and spent considerable time within the "system," and was a strong apologist for the "system," the teachers reacted negatively to her also. They believed that the Principal didn't know the "real" world of teaching. This occurred despite the fact that in other ways the Principal was perceived as being part of gemeinschaft. The tension between Principal and teachers can be traced to the teachers' perspective that the Principal was only partly "one of us" and was distinctly "one of them, or it." The Principal, as a promotion-minded person, had, at least in the minds of the teachers, decided that her future lay with the "system." It seems that the teachers did not accept that the Principal "could serve two masters" and so tensions were present in the relationship between the teachers and the Principal.

The salary negotiations which occurred during the course of the study emphasize the perceptions of the teachers of the sense of gesellschaft that was represented by the educational system. While freely expressing their opinions about the negotiations in the midst of their own gemeinschaft the teachers felt powerless against the impersonal giant which made decisions without respect for the ideas or concerns that they as individuals might have. For the teachers this lack of interest and concern with them as individuals contrasted with the sympathy and identification which they experienced within their gemeinschaft.

The teachers perceived that the "system" viewed change as progress and highly valued. This, according to the teachers, could be clearly seen in the large number of curriculum changes which were occurring in all subject areas. The teachers perceived that they were being expected to accept and follow all of these changes as given. Furthermore, the changes were seen by the teachers to be unnecessary in many cases, and those promoting and prescribing the changes had little, if any, understanding of the "real" world of teaching, as they weren't "where it's at." From the teachers' perspective the introduction of the 1981 Alberta Social Studies Curriculum highlighted the gap between the "real" world in which the teachers operated, and the theoretical distant world of the curriculum developer. The 1981 Alberta Social Studies Curriculum could not be taught as presented because of its sequence, the time available for each unit and the irrelevancy of the resources, including inappropriate reading levels of the material. To the teachers this production of the educational system was unrealistic in view of the reality of the teachers' professional life-world.

The perspectives of the teachers in this study to consultants from the "system" reflect the teachers' views of the gap between being part of gemeinschaft (the community of the staff of the school) and gesellschaft (the society of the educational system). The teachers in this study perceived consultants as representatives of the system. Even in the instance where the consultant at the half-day in-service on Social Studies was perceived by one teacher as being realistic, this perception resulted from the consultant's open rejection of being too constrained by the system's curriculum. As the consultant viewed the product of the system (the 1981 Alberta Social Studies Curriculum) from a similar perspective to that of the teacher, to that extent the consultant was perceived as being refreshingly divorced from the system. In other instances throughout the study consultants could not escape, in the views of the teachers, as being part of the educational system which was "out of touch" with the reality of the teachers' professional life-world.

The ever-present reality which has emerged in this interpretation of the professional life-world of teachers is that teachers' perspectives are dominant in teaching. In seeking to understand any aspect of teaching, therefore, teachers' perspectives must be understood. Teachers define teaching from their perceptions of teaching reality.

Perspective on Being a Researcher-Participant

The role of the researcher in this study may be seen through the metaphor of a traveller to another country. As the traveller is seeking to discover what it is like to live in the country he visits, so the purpose of this researcher was to uncover the meaning of the professional life-world. The traveller comes to the new country with his "luggage" of expectations, based on reports from those who have visited the country previously, from literature and audio-visual materials related to that country, and the traveller has lived in different parts of the world, including extensive periods in countries with cultures similar to that being visited at this time. Having spent several years in schools, in the role of teacher, in a country which is culturally quite similar to the country where the research takes place, this researcher is well versed in conceptual understanding of the situation of being a teacher in an elementary school. The traveller could have decided to "see the sights" of the "new" country, following the route of tourist attractions and staying in luxurious hotels meeting many other travellers and a relatively non-representative cross-section of the local population, then leaving the country with the thought that "Well, that's what that country is like." In similar fashion this researcher could have spent a short time collecting data from personnel who gave their superficial response to researcher questions. Alternatively the traveller could decide that in order to have a realistic understanding of what it is like to live in another country, it is necessary to become one of the people for an extended period of time, though conscious of being a sojourner, not a permanent resident. In this way others would more readily accept that the traveller understands what it means to be a resident of that country, even though living in a small part of it, living with a particular group of people. So this researcher lived within the professional life-world of the teachers of an elementary school for an extended period of time, remaining a sojourner, yet able now to talk about what it means to be a teacher in an elementary school in another country.

In this study the researcher has sought to uncover the meaning of teaching from the perspective of the teachers within their professional life-world. Therefore, the reader has the perspective of the researcher who has lived within the life-world of the teachers, and, more significantly, the perspectives of the teachers as they expressed their thoughts in the presence of the researcher.

Chapter Eight

IMPLICATIONS AND RECOMMENDATIONS OF THE RESEARCH

Implications

> All educational practice implies a theoretical stance on the educator's part. This stance implies—sometimes more, sometimes less explicitly—an interpretation of man and the world. It could not be otherwise. (Freire, 1970, pp. 205-206)

Inasmuch as this study looked at the perspectives of teachers in only one elementary school it could be argued that the study only reveals the perspectives of particular teachers and so has limited implications for educators and others. However, it is this very particularism, that is, the individuality, of teachers that is highlighted in this study as predominating the teachers' perspectives. Again, in relation to the individuality of teachers it is reasonable to assume that the teachers' perspectives of teaching as the "intimate link" is possibly not uncommon throughout the sub-culture that is the teachers' professional life-world. Part of the rationale for this study was that, in studying the perspectives of a staff of teachers in an elementary school, the study had a "natural" boundary that is common to other elementary school teachers within their professional life-world. Therefore, it is suggested here that the types of relationships which emerged in this study may be perceived in similar situations. Nevertheless the implications to be drawn from this study are seen as being generalizable in the sense that this interpretation of teachers' perspectives of their professional life-world is a case-study of the teachers of a particular elementary school during a particular period of time. Any generalizing in the form of producing stereotypes would contradict the spirit of this research approach and certainly conflict with the spirit of the "findings" of the study, that is, that teachers' perspectives do not fit into a preconceived stereotypical framework. Rather each teacher's perspective is unique and personal and defies objectified labelling.

The implications which are drawn from this study relate to teachers, administrators, curriculum developers and consultants, parents and students, teacher educators, and researchers. Each party in the educational process needs to become more conscious of teachers' perspectives (from teachers' thoughts, beliefs, feelings, values). When this consciousness develops through understanding of the viewpoints of teachers within the reality of the teachers' professional life-world, it may be possible to reduce the tensions and frequent antagonisms that exist at present between teachers and other members of the educational system.

As Shaver, Davis and Helburn (1980) have pointed out:

> If teachers and professors and curriculum developers can become more conscious of teachers' beliefs and values, and of the origin and functionality of those beliefs and values as an integral part of the socialization function of mass education, then the groundwork may be laid for more realistic, effective definition and solution of instructional problems. (p. 13)

As well as developing consciousness of teachers' beliefs and values there is need for teachers themselves, and others involved in the educational process, to understand the need for teacher commitment to those beliefs and values, as the level of teacher commitment is concomitant to the degree of integrity within teachers' perspectives. There is need for teacher belief in, and commitment to, curricula, as teachers need to perceive individual choice in their professional lives.

For Teachers

The major implication for teachers is that teachers should know themselves. Teachers believe that they know the reality of their professional life-world, whereas they perceive that others (administrators, curriculum developers) are not really aware of the teachers' reality. Teachers need to reflect more frequently and more carefully on their plans for teaching so that personal and professional integrity is maintained. Tied to this sense of integrity is that teachers should be "whole" in their professional perspectives. This "wholeness" is necessary because of the ambiguities within teachers' perspectives, with resultant tensions and pressures. Being unaware of differences in perspectives between themselves and others some teachers tried to be like others (colleagues, curriculum developers), but this resulted either in increased tensions for the teacher, or further ambiguities as the teachers were unable to implement what they believed was expected of them. Despite rationalization on the part of teachers as they were unable to follow the curriculum which they believed they were obligated to pursue, teachers could not attain the harmony that they wanted in their teaching perspective.

This study indicates that teachers should develop consciousness of their own perspectives and also of the perspectives of programs and others who impact on their professional life-world. This raising of consciousness would allow teachers to experience less pressure than they normally experience, as they could more readily ensure that ambiguities in their perspectives within their professional life-world are minimized.

It would be inappropriate to see teachers as being maltreated without any cause, by administrators and curriculum developers. Teachers need to recognize that others, "experts," can be valuable resources for the improvement of their teaching and teachers perhaps need to take the initiative of developing "grass-roots" actions to promote desired change in their teaching. Teachers need to perceive administrators, curriculum developers and consultants as "persons," above and beyond their roles, so benefits can accrue. In this sense teachers need to accept themselves, first of all, and in doing so, they will be better able to accept others. The teachers in this study indicated their preference for teacher-initiated and locally- or school-based professional development, including introductions to new curricula; therefore, teachers need to express their thoughts and plan accordingly. As teachers recognize others in the educational system as mutual partners in the educational process, the roles of administrators, curriculum developers and consultants will be seen less as walls dividing the "experts" from teachers, and each party should recognize that they should be "with" each other.

Each of the implications of this study for teachers that has been stated here needs to be understood in relation to the individuality and autonomy of teachers, and more particularly in relation to teachers' perspectives of themselves as "intimate links."

For Administrators

Again it should be remembered that the administrators who were involved, directly or indirectly, in this study, were the Principal of the school, and the rather nebulous group of administrators of the educational system. As this study has uncovered teachers' perspectives of administrators, so administrators can learn what teachers in this situation perceive to be the relationship that exists between teachers and administrators.

Teachers want to be treated as "professionals" by administrators, as they believe themselves to be individually responsible for their own teaching. Teachers don't like being told what to do in their teaching, or even how to teach. Teachers, however, do seek advice from immediately accessible administrators (such as the Principal) but they want advice, not directives or orders. Teachers resist being forced into a mould which they perceive as running counter to their perspectives of teaching.

In this study the local administrator at times sought the advice of teachers and that pleased the teachers, as they felt recognized. The teachers were not unwilling to accept advice or even to follow directions which they perceived as not being incompatible with their perspectives. Administrators need to minimize the image that they portray (wittingly or unwittingly) as being superior to teachers and work _with_ teachers in joint approaches to the teaching situation. Perhaps the major implication of this study for _teachers_ is that they need to "get to know" the teachers of their staffs, and this process is ongoing and constant.

As for administrators in the larger educational system the major implication relates to the methods of communication which they develop with teachers. Teachers want input from themselves to administrators of the system, and in return are willing to accept personalized and non-patronizing directives, as they accept that they are part of a large system which needs to be operated efficiently to be effective. To be seen as "human" and aware of the teachers' reality in teaching, perhaps through visits to schools (non-evaluative) and casual and informal conversations with teachers would be valuable in improving relations between administrators and teachers.

For Curriculum Developers and Consultants

This study suggests that curricula need to be seen by teachers as contributing to the improvement of their teaching reality. This requires, from the teachers' perspectives, teacher involvement in curriculum development, in a real way, not just as a token gesture. As soon as "non-active" teachers or other "experts" become responsible for curricula, teachers see the gap between curricula and teaching reality.

The uncovering in this study of teachers' perspectives has revealed the individuality of teachers and their paramount concern for developing their students' learning through relationships. Teachers were happy to follow content of curricula as they perceived themselves to be part of the system. However, in this study teachers were less happy about following what they perceived as prescribed methods, particularly when those methods were seen to be in conflict with the teachers' perspectives. Within a large educational system it may be appropriate to provide several alternative curricula in each subject area. Teachers believed that curriculum developers should supply adequate relevant resources for the implementation of curricula.

As consultants tended to be viewed as extensions of curriculum developers they need to be careful to seek to cater for teachers' perceived needs, not to force their own ideas of what is best onto unwilling "subjects." In the role of consultant teachers are looking for resource personnel and advisors in specific situations. Another role for consultants that would link with teachers' perceptions of their teaching role would be that consultants become extensions of school staffs for extended periods of time, displaying appropriate interpersonal relations skills. In this way consultants would be viewed by teachers as being aware of the teachers' reality, even though representing the "system."

In this approach to teacher-consultant relationships, consultants would be able to see teachers as being able to develop their own curricula, and the consultants could act as facilitators and resource personnel in that process of curriculum development. At present a "vicious" cycle is seen to exist. Consultants are viewed by teachers as being out of the "real" situation of teaching, and are constantly reinforced within another reality by contacts with fellow-consultants, talking about teachers "out there" and this develops the mentality among consultants that is divorced from sympathy and identification with teachers, by their own choice and by the role they have in relationship to teachers.

This study does not imply that blame is attached to consultants for their role in relationship to teachers, but that teachers' visions of consultants are blurred by the consultant role, so not allowing teachers to clearly see consultants as persons, as fellow-educators. In the present educational system teachers perceive that a dichotomy exists, in which the small group (staff of the school) is separated (physically, psychologically, socially, philosophically) from the organization (the educational system).

A word on in-service as a means of training teachers: in teachers' perspectives, in-service tends to meet "system" needs, but not the needs of individual teachers.

For Parents and Students

The major implication of this study for parents and students is that parents and students can know the teachers' reality and act with that knowledge, rather than according to (traditional, false or ignorant) misconceptions. Teachers desire the best for students and seek to achieve that through their teaching. In understanding how teachers perceive their reality, parents and students will have a basis for suggestions for change and parent or student involvement in the educational process. Teachers may be able to learn to develop stronger partnerships with parents and teaching that will benefit all parties in the educational process.

For Teacher-Educators

As with administrators, curriculum developers and consultants, teachers-educators are viewed by teachers as outside the reality of teaching (of children) and therefore "trapped in their ivory towers (of theory and knowledge)." Teacher-educators need to understand teachers' perspectives of reality, and then teacher-educators may be able to act in concert with teachers in raising teacher consciousness and providing possible alternatives to what teachers are practising in their teaching.

In preparing neophyte teachers, teacher-educators need to recognize the realities of the teachers' world for which they are preparing student-teachers. This implies that teacher-educators, in understanding the teachers' perceived reality, will be able to better assist student teachers in transition from the role of student to the role of teacher. Teacher-educators need to recognize the power of socializing forces within teaching and the perspectives that student teachers bring to their situations. Student teachers need to be seen by teacher-educators as individuals and be prepared for the reality that they are to join.

Once employed, teachers receive little feedback on their effectiveness, and thus their relative isolation, except in staff settings, ensures that outside influences do little to change their perspectives. Therefore, teacher-educators need to help student teachers become aware of their teaching perspectives so that as teachers they will understand themselves in the teaching situation.

For Researchers

There is danger in this type of research—that knowledgeable and purposeful control could be used for purposes of inducing conformity, for purposes of transmitting values and patterns of behaviour within a single channel. Extreme care should be exercised that a growing awareness of teacher perspective is not misused, by accident or intent.

The research methodology of participant observation can be very effective in uncovering teachers' perspectives, although the researcher needs to recognize that as the research instrument, the researcher must act responsibly and sensitively in the research setting. At times the researcher can be compromised, intentionally or unintentionally, in the endeavour to remain "objective" and the researcher can accept the challenges and responsibilities of inter-subjectively participating within the research setting. In this study the researcher was able to uncover teachers' perspectives by "becoming" an extension of the staff for an extended period of time, by keeping a low profile, and by keeping confidences and listening sensitively to teachers' expressions of their thoughts, feelings, beliefs and values within their professional life-world.

If this researcher had stayed in the setting for only a few weeks it is probable that the teachers' perspectives would not have been uncovered as much as did occur. This was despite the concerted effort to develop relationships with the teachers prior to extensive note-taking within the research setting. This study also implies that different views on the teachers' perspectives would have been "discovered" if postulates had been formed and tested during data collection. This study sought to uncover teachers' perspectives with absolutely minimal researcher intervention in the teachers' professional life-world.

Teachers wanted their story to be told, as it was, without changes, as they believe in their reality. To retain teacher support for such research every attempt needs to be made to be scrupulously accurate and to maintain close lines of communication and a sense of fellowship between researcher and informants. Significantly this research methodology allows reality to be uncovered in ways and to degrees that other research approaches are unable to do. Research can be seen by teachers as being useful, in describing and interpreting their reality, something that is perceived as being rarely accomplished. Teachers want to feel that they have, through relationship with the researcher, vested interests in research of their professional life-world.

Recommendations

This study was conducted in the hope that it would be of value to different persons related to the professional life-world of teachers. Rather than making recommendations about organizations, systems and methods, to remain loyal to the focus of the study, recommendations are offered to people, that is, to educators and researchers. Under the term of "educators," in light of this study, are teachers, administrators, curriculum developers and consultants.

To Educators

Teaching should be viewed as a partnership—with teachers, administrators, curriculum developers and consultants working "in concert," in a sense of fellowship directed towards providing the best possible teaching situation for the benefit of students. This is the avowed purpose of each party in the educational process. Therefore, the following recommendations are given:

1. Teachers should initiate "grass-roots" planning to develop their own consciousness of their perspectives. This developing consciousness could be achieved through periods of individual and interpersonal reflection. This reflection could occur within the school setting or in an informal setting "away from the madding crowd"—several days would be required for this to be effective. The days of reflection could be consecutive or separate, depending on the teachers' perspectives on the subject.

2. Teachers should be involved in curriculum planning, and be able to see the fruits of their curriculum planning in what they are expected to do. This would involve school-based, or possibly local district-based curricula, even if based on provincial alternative recommendations of content, methods and resources. The teachers need to feel that they have a part in the development of what they are teaching.

3. Administrators should possess, or be trained in, interpersonal skills, including reflection to promote understanding of their own perspectives on teaching and teachers' perspectives. This understanding could be achieved through similar time commitment to that

which teachers should give to reflecting on their perspectives.

4. Curriculum developers should reconsider their role in curriculum development. They could act as resource personnel and as links between teachers and schools, and as advisors. In this way teachers would be more likely to accept the role of the curriculum specialists, and be able to accept responsibility for curricula. Such a course of action for curriculum developers would require a major shift in traditional views on their part, but would remove the mono-perspective curriculum that is now produced, replacing it with that which better suits the reality of the teachers' professional life-world. This would require, from the curriculum developers' viewpoint, an exchange of control of curriculum, although in practice curriculum specialists would possibly have greater influence with teachers through better relationships than is the case at present. As research indicates, in this study and others (Downey, 1975; Boag, 1980; Crowther, 1972; Odynak, 1981), teachers at present greatly modify curricula as they are guided by their own perspectives of their teaching situations, so curriculum developers need to reconsider their role and their methods. Partnership with teachers in the teaching process is recommended here. Again, consultants should provide resource material, as knowledgeable members of the educational process. Also, an important recommendation for consultants from this study is that individual consultants become extensions of school staffs, to work with the teachers in their situation. Although this recommendation involves redeployment of consultants and different roles for them, consultants would also be advancing the teaching

process by this kind of participation.

To Researchers

It is important that researchers consider carefully if they have the "personality" that would allow them to pursue the type of research of this study. In some cases researchers who are interested in conducting participant-observation research will need to be given the "green light" by experienced researchers as to their readiness for such research involvement. Working with an experienced researcher before conducting individual research is a possible approach to be followed. Such initiation would increase the probability that studies would not discourage teachers from becoming involved in the revelation of their professional life-world.

Further studies that are recommended as a result of this research include the following:

1. Further studies of staffs of schools—at various levels of education.
2. Studies in classrooms to link teacher perspective and teacher planning with perceived teaching practice.
3. Research of specific aspects of the teachers' professional life-world, such as induction of new members, retirement of others, relationships with parents and community, and specific teacher beliefs, values and actions.

This research study presents the reality of the teachers' professional life-world from the teachers' perspectives in an elementary school, as it was interpreted by this researcher-participant. To the reader is given the task of "understanding" the research; the reader is the instrument in this interpretation; the story is presented and the original interpreter is gone.

BIBLIOGRAPHY

BIBLIOGRAPHY

Alberta. Department of Education. Elementary curriculum guide for social studies—enterprise. Edmonton: Queen's Printer, 1964.

Alberta. Department of Education. Experiences in decision making. Edmonton: Queen's Printer, 1971.

Alberta Education. 1978 Alberta social studies curriculum, interim edition. Edmonton: Alberta Education, 1978.

Alberta Education. 1981 Alberta social studies curriculum. Edmonton: Alberta Education, 1981.

Anderson, V. E. Principles and procedures for curriculum improvement. New York: Ronald Press, 1956.

Aoki, T. Toward curriculum inquiry in a new key. Department of Secondary Education, Faculty of Education, University of Alberta, 1979. (Occasional Paper No. 2)

Aoki, T., Massey, D. L., & Hughes, A. (Eds.). A plan for the evaluation of the Alberta social studies. Submission to Curriculum Branch of the Department of Education, Edmonton, Alberta, 1974. (Mimeograph)

Apple, M. W. Analysing determinations: Understanding and evaluating the production of social outcomes in schools. Curriculum Inquiry, 1980, 10, 55-76.

Armington, D. E. A plan for continued growth. Proposal submitted to United States Office of Education, December, 1968. In A. M. Bussis and E. A. Chittenden, Analysis of an approach to open education. Princeton, New Jersey: Educational Testing Service, 1970.

Banks, J. A., & Clegg, A. A., Jr. Teaching strategies for the social studies. Don Mills, Ontario: Addison-Wesley, 1973.

Barcan, A. The new curriculum. Quadrant, 1976, October, 31-36.

Barker, R., & Gump, P. Big school, small school. Stanford: Stanford University Press, 1964.

Barr, R. D., Barth, J. L., & Shermis, S. S. Defining the social studies. Arlington, Virginia: National Council for the Social Studies, 1977.

Barth, J. L., & Shermis, S. S. Defining the social studies: An exploration of three traditions. Social Education, 1970, 34, 743-751.

Becher, T., & Maclure, S. The politics of curriculum change. London: Hutchinson and Company, 1978.

Becker, H. Problems of inference and proof in participant observation. In G. McCall & J. Simmons (Eds.), Issues in participant observation. Massachusetts: Addison-Wesley, 1969.

Becker, H., & Geer, B. Participant observation and interviewing. In G. McCall & J. Simmons (Eds.), Issues in participant observation. Massachusetts: Addison-Wesley, 1969.

Becker, H., Geer, B., & Hughes, E. C. Making the grade: The academic side of college life. New York: John Wiley and Sons, 1968.

Becker, H. S., Geer, B., Hughes, E. C., & Strauss, A. L. Boys in white: Student culture in medical school. Chicago: The University of Chicago Press, 1961.

Benham, B. Thoughts on the failure of curriculum reform. Educational Leadership, December, 1966, pp. 205-208.

Benham, B. J. Experiencing research, or problems encountered in trying to find out what people in schools perceive about their experiences there, and how they feel about it; among other things. I.D.E.A.—Research, Los Angeles, no date. (Mimeographed)

Berger, P. A rumour of angels. Harmondsworth: Penguin Books, 1969.

Berger, P. The sacred canopy. New York: Anchor Books, 1969.

Berger, P. Identity as a problem in the sociology of knowledge. In J. Curtis & J. Petras (Eds.), The sociology of knowledge: A reader. New York: Praeger Publishers, 1970.

Berger, P. Identity as a problem in the sociology of knowledge. In B. R. Cosin, I. R. Dale, G. M. Esland & D. F. Swift (Eds.), School and society: A sociological reader. London: Routledge and Kegan Paul, 1971.

Berger, P. L., & Kellner, H. Marriage and the construction of reality. In B. R. Cosin, I. R. Dale, G. M. Esland & D. F. Swift (Eds.), School and society: A sociological reader. London: Routledge and Kegan Paul, 1971.

Berger, P. L., & Luckman, T. The social construction of reality. New York: Doubleday, 1967.

Bergling, K. Moral development: The validity of Kohlberg's theory. Stockholm, Sweden: Almquist & Wiksell International, 1981.

Berman, L. M. New priorities in the curriculum. Columbus, Ohio: Merrill, 1968.

Berman, P., & McLaughlin, M. W. Implementation of educational innovation. Educational Forum, 1976, XL, 345-370.

Berman, P., & Pauly, E. Federal programs supporting educational change. Vol. II: Factors affecting change agent projects. Santa Monica, California: Rand Corporation, 1975.

Bernbaum, Gerald. Knowledge and ideology in the sociology of education. London: Macmillan Press, 1977.

Bernstein, B., Elvin, H. L., & Peters, R. S. Ritual in education. In B. R. Cosin, I. R. Dale, G. M. Esland & D. F. Swift (Eds.), School and society: A sociological reader. London: Routledge and Kegan Paul, 1971.

Bidney, D. Theoretical anthropology. New York: Columbia University Press, 1953.

Bidney, D. Phenomenological method and the anthropological science of the cultural life-world. In M. Natanson (Ed.), Phenomenology and the social sciences (Vol. I). Evanston, Illinois: Northwestern University Press, 1973.

Bidwell, C. The school as a formal organization. In J. G. March (Ed.), Handbook of organizations. Chicago: Rand McNally, 1965.

Blumer, H. Symbolic interaction: Perspective and method. Englewood Cliffs, New Jersey: Prentice Hall, 1969.

Blumer, H. Sociological implications of the thought of George Herbert Mead. In B. R. Cosin, I. R. Dale, G. M. Esland & D. F. Swift (Eds.), School and society: A sociological reader. London: Routledge and Kegan Paul, 1971.

Boag, N. H. Teacher perception of curricular change. Unpublished doctoral dissertation, University of Alberta, 1980.

Bogdan, R., & Taylor, S. Introduction to qualitative research methods. New York: Wiley, 1975.

Borhek, J., & Curtis, R. A sociology of belief. Toronto: John Wiley and Sons, 1975.

Boruch, R. F., & Cecil, J. S. Assuring the confidentiality of social research data. Pennsylvania: University of Pennsylvania Press, 1979.

Bowers, C. A. Cultural literacy for freedom. Eugene, Oregon: Elan Publishers, 1974.

Brenton, M. What's happened to teacher? New York: Coward-McCann, 1970.

Brophy, J. E., & Evertson, C. M. Learning from teaching: A developmental perspective. Boston: Allyn and Bacon, 1976.

Brophy, J. E., & Good, T. L. Teacher-student relationships: Causes and consequences. New York: Holt, Rinehart & Winston, 1974.

Brundage, D. H., & MacKeracher, D. Adult learning principles and their application to program planning. Toronto: Ministry of Education, Ontario, 1980.

Bruyn, S. T. The human perspective in sociology: The methodology of participant observation. Englewood Cliffs, New Jersey: Prentice-Hall, 1966.

Bucher, R., & Strauss, A. L. Professions in process. American Journal of Sociology, 1961

Bussis, A. M., & Chittenden, E. A. An analysis of an approach to open education. Princeton, New Jersey: Educational Testing Service, 1970.

Campbell, W. J. et al. Being a teacher in Australian state government schools. Canberra: Australian Government Publishing Service, 1975.

Carlson, R. O. Adoption of educational innovations. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965.

Carlson, R. O. Barriers to change in the public schools. In R. O. Carlson (Ed.), Change processes in the public schools. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965.

Chagnon, N. A. Studying the yanomamö. New York: Holt, Rinehart and Winston, 1974.

Chapin, J. R. Social studies dissertations: 1969-1973. Boulder, Colorado: ERIC/CLESS and SSEC, 1974.

Charters, W. W., Jr. et al. The process of planned change in the school's instructional organization. Eugene, Oregon: University of Oregon, 1973.

Chesler, M., Schmuck, R., & Lippitt, R. The principal's role in facilitating innovation. Theory into Practice, 1963, 2, 269-277.

Chiste, A. The development of the elementary social studies program in Alberta. Unpublished master's thesis, University of Alberta, 1963.

Clark, C. M., & Yinger, R. J. Research in teacher thinking. Curriculum Inquiry, 1977, 7, 279-304.

Clark, D. L., & Guba, E. An examination of potential change roles in education. Paper presented on innovation in planning school curriculum, October, 1965.

Clinton, A. A study of attributes of educational innovations as factors in diffusion (Doctoral dissertation, 1973). Dissertation Abstracts International, 1973, 34, 1016A

Connors, B. T. In-service: A research. Unpublished doctoral dissertation, University of Alberta, 1982.

Cooley, C. H. Institutions and the person. In E. Borgatta & H. J. Meyer (Eds.), Sociological theory. New York: Knopf, 1956.

Cosin, B. R., Dale, I. R., Esland, G. M., & Swift, D. F. (Eds.), School and society: A sociological reader. London: Routledge and Kegan Paul, 1971.

Cox, C. B., & Cousins, J. E. Teaching social studies in secondary schools and colleges. In B. G. Massialas & F. R. Smith (Eds.), New challenges in the social studies: Implications of research for teaching. Belmont, California: Wadsworth, 1965.

Cox, C. B., Johnson, W. D., & Payette, R. F. Review of research in social studies 1967. Social Education, 1968, 32, 557-571.

Crowther, F. A. Factors affecting the rate of adoption of the 1971 Alberta social studies curriculum for elementary schools. Unpublished master's thesis, University of Alberta, 1972.

Curtis, B., & Mays, W. (Eds.). Phenomenology and education. London: Methuen, 1978.

Curtis, J., & Petras, J. (Eds.). The sociology of knowledge: A reader. New York: Praeger Publishers, 1970.

Cusick, P. A. Inside high school. Chicago: Holt, Rinehart and Winston, 1973.

Dale, R., Esland, G., & MacDonald, M. Schooling and capitalism: A sociological reader. London: Routledge and Kegan Paul, with The Open University Press, 1976.

Dallmayr, F. R., & McCarthy, T. A. (Eds.). Understanding and social inquiry. London: University of Notre Dame Press, 1977.

Denny, T. Some still do: River Acres, Texas. Washington, D.C.: National Science Foundation, 1977.

Denzin, N. The research act: A theoretical introduction to sociological methods. Chicago: Aldine, 1970.

Diener, E., & Crandall, R. Ethics in social and behavioral research. Chicago: University of Chicago Press, 1978.

Douglas, J. D. (Ed.). Understanding everyday life. Chicago: Aldine Publishing Company, 1970.

Downey, L. et al. The social studies in Alberta—1975. Edmonton, Alberta: L. Downey Research Associates, 1975.

Doyle, W. Uses of non-verbal behaviours: Toward an ecological model of classrooms. Merrill Palmer Quarterly, 1977, 23-26.

Doyle, W., & Ponder, G. A. Classroom ecology: Some concerns about a neglected dimension of research on teaching. Contemporary Education, 1975, 46, 183-188.

Doyle, W., & Ponder, G. The practicality ethic in teacher decision-making. Interchange, 1977-78, 8, 1-12.

Dreeben, R. On what is learned in school. Reading, Mass.: Addison-Wesley Publishing, 1968.

Dreeben, R. The nature of teaching. Glenview: Scott Foresman, 1970.

Dreeben, R. The school as a workplace. In R. M. W. Travers (Ed.), Second handbook of research on teaching. Chicago: Rand McNally, 1975.

Duffy, G. A study of teacher conceptions of reading. Paper presented to the National Reading Conference, New Orleans, 1977.

Dunkin, M., & Biddle, B. The study of teaching. London: Holt, Rinehart and Winston, 1974.

Eddy, E. M. Becoming a teacher. New York: Teachers College Press, 1969.

Eisner, E. W. Educational objectives: Help or hindrance? School Review, 1967, 75, 250-266.

Eisner, E. Instructional and expressive educational objectives: Their formulating and use in curriculum. In AERA Monograph Series on Curriculum Evaluation. Vol. 3, Instructional objectives. Chicago: Rand McNally, 1969.

Eisner, E. W. On the uses of educational connoisseurship and criteria for evaluating classroom life. Teachers College Record, 1977, 78(3), 1-13.

Eisner, E. W., & Vallance, E. (Eds.). Conflicting conceptions of curriculum. Berkeley, California: McCutchan Publishing Corp., 1974.

Elliott, J. Objectivity, ideology, and teacher participation in educational research. Norwich: University of East Anglia, Centre for Applied Research in Education, 1975.

Elliott, J., & Adelman, C. Innovation in teaching and action research: An interim report on the Ford teaching project. Unpublished manuscript, University of East Anglia, Norwich, United Kingdom, February, 1974.

Erickson, F Some approaches to inquiry in school-community ethnography. Anthropology and Education Quarterly, 1977, 8(2).

Esland, G. Teaching and learning as the organization of knowledge. In M. F. D. Young, Knowledge and control: New directions for the sociology of education. London: Crowell, Collie and Macmillan, 1971.

Esland, G. Language and social reality. London: The Open University, 1973.

Evans, W., & Scheffler, J. Degree of implementation: A first approximation. Paper presented at the AERA Annual Meeting, April, 1974.

Fenton, E. Social studies curriculum reform: An appraisal. California Social Studies Review, June, 1967, pp. 23-33.

Field, P. A. Four case studies: Public health nurses. Unpublished doctoral dissertation, University of Alberta, 1980.

Filmer, P., Phillipson, M., Silverman, D., & Walsh, D. New directions in sociological theory. London: Collier-Macmillan, 1972.

Filstead, W. J. (Ed.). Qualitative methodology. London: Rand McNally, 1970.

Finn, T. A. History of the social studies in Alberta. In S. W. Odynak (Ed.), A rationale for the social studies. Edmonton: Department of Education, 1967.

Frake, C. O. The ethnographic study of cognitive systems. In R. A. Manners & D. Kaplan (Eds.), Theory in anthropology. Chicago: Aldine, 1968.

Frankcombe, B. Alberta social studies: "Mickey-Mouse" or man-size? The ATA Magazine, 1972, 52(4), 17-18.

Freire, P. Pedagogy of the oppressed. New York: Harder and Harder, 1970.

Freire, P. A few notions about the word 'concientization.' Hard Cheese, 1971, no. 1, pp. 23-28.

Freire, P. Education for critical consciousness. New York: Seabury Press, 1973.

Fullan, M. Overview of the innovative process and the user. Interchange, 1972, 3(2-3), 1-46.

Fullan, M., & Park, P. Curriculum implementation. Toronto, Ontario: Ministry of Education, 1981.

Fullan, M., & Pomfret, A. Research on curriculum and instruction implementation. Review of Education Research, 1977, 47, 335-397.

Gadamer, H-G. Philosophical hermeneutics. Berkeley: University of California Press, 1977.

Gadamer, H-G. The historicity of understanding as hermeneutic principle. In M. Murray (Ed.), Heidegger and modern philosophy. New Haven, Conn.: Yale University Press, 1978.

Garfinkel, H. Studies in ethnomethodology. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Geer, B. First days in the field. In P. E. Hammond (Ed.), Sociologist at work. New York: Basic Books, 1964.

Geer, B. Teaching. In B. R. Cosin, I. R. Dale, G. M. Esland & D. F. Swift (Eds.), School and society: A sociological reader. London: Routledge and Kegan Paul, 1971.

Geertz, C. Ethos, world-view and the analysis of sacred symbols. In E. A. Hammel & W. S. Simmons (Eds.), Man makes sense. Boston: Little, Brown, 1970.

Geertz, C. From sine qua non to cultural system. In W. Capps (Ed.), Ways of understanding religion. New York: Macmillan, 1972.

Geertz, C. The interpretation of cultures. New York: Basic Books, 1973.

Giacquinta, J. B. The process of organizational change in schools. In F. N. Kerlinger (Ed.), Review of research in education (Vol. 1). Itasca, Illinois: F. E. Peacock, 1973.

Gibson, T. Teachers talking. London: Allen Lane, 1973.

Giroux, H. A. Schooling and the myth of objectivity. McGill Journal of Education, Winter, 1981, pp. 282-304.

Glaser, B., & Strauss, A. The discovery of grounded theory. Chicago: Aldine, 1967.

Gleeson, D. Curriculum development and social change: Towards a reappraisal of teacher action. In J. Eggleston (Ed.), Teacher decision-making in the classroom. London: Routledge and Kegan Paul, 1979.

Goffman, E. Asylums. Garden City, New York: Doubleday, 1961.

Goldmark, B. Social studies: A method of inquiry. Belmont, California: Wadsworth, 1968.

Goodacre, E. J. Teachers and their pupils' home backgrounds. In B. R. Cosin, I. R. Dale, G. M. Esland & D. F. Swift (Eds.), School and society: A sociological reader. London: Routledge and Kegan Paul, 1971.

Goodlad, J. I. The dynamics of educational change: Towards responsive schools. New York: McGraw-Hill, 1975.

Goodlad, J. I. The uses of alternative theories of educational change. Phi Delta Kappa Meritorious Award Monograph No. 1. Bloomington, Indiana: Phi Delta Kappa, 1976.

Goodlad, J. I., & Klein, M. F. Behind the classroom door. Worthington, Ohio: Charles A. Jones, 1970.

Grannis, J. C. The social studies teacher and research on teacher education. Social Education, 1970, 34(3).

Gross, N., Giacquinta, J. B., & Bernstein, M. Implementing organizational innovations: A sociological analysis of planned change. New York: Basic Books, 1971.

Gross, R. E. A decade of doctoral research in social studies education. Social Education, 1972, 36, 555-560.

Gross, R. E. The status of the social studies in the public schools of the United States: Facts and impressions of a national survey. Social Education, 1977, 41, 194-200,205.

Gross, R. E., & De La Cruz, L. Social studies dissertations: 1963-1969. Boulder, Colorado: ERIC/CLESS, 1971.

Gunn, A. New social studies in Canada. Social Education, 1971, 35, 665-666.

Gurvitch, G. The social frameworks of knowledge. New York: Harper Torchbooks, 1971.

Gwynn, J. M. Curriculum principles and social trends. New York: Macmillan, 1943.

Habermas, J. Knowledge and human interests. Boston: Beacon Press, 1971.

Hall, W. T. Analysis of administrators' perceptions of characteristics of innovations (Doctoral dissertation, 1971. Dissertation Abstracts International, 1971, 32, 2948A.

Hamilton, D. Curriculum evaluation. London: Open Books Publishing, 1976.

Hamilton, D. Making sense of curriculum evaluation: Continuities and discontinuities in an educational idea. In L. S. Schulman (Ed.), Review of research in education (Vol. 5). Itasca, Illinois: Peacock, 1977.

Hamilton, D. et al. Beyond the numbers game. Berkeley, California: McCutchan Publishing, 1977.

Hammond, P. E. (Ed.). Sociologist at work. New York: Basic Books, 1964.

Hanson, N. Is there a logic of scientific discovery? In B. A. Brody (Ed.), Readings in the philosophy of science. Englewood Cliffs, New Jersy: Prentice Hall, 1970.

Hanvey, R. G. Curriculum and the culture of the schools. In E. W. Eisner (Ed.), Confronting curriculum reform. Boston: Little, Brown and Company, 1971.

Harris, K. Education and knowledge. London: Routledge and Kegan Paul, 1979.

Havelock, R. A guide to innovation in education. Ann Arbor: University of Michigan, 1970.

Havelock, R. G. Planning for innovation. Ann Arbor: University of Michigan, Centre for Research on Utilization of Scientific Knowledge, Institute for Social Research, 1971.

Havelock, R. G. et al. Planning for innovation through dissemination and utilization of knowledge. Ann Arbor: U.S. Department of Health, Education and Welfare, 1969.

Hawke, D. The life-world of a beginning teacher of art. Unpublished doctoral dissertation, University of Alberta, 1980.

Hedstrom, J. E. Selective bibliography in behavioral sciences resources. Boulder, Colorado: ERIC CLearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1977.

Henchey, N. Curriculum as myth. McGill Journal of Education, Winter, 1981, pp. 257-266.

Hirsch, E. D. Validity in interpretation. London: Yale University Press, 1967.

Holzner, B. Reality construction in society. Cambridge: Schenkman Publishing, 1972.

Homans, G. C. The human group. New York: Harcourt, Brace and Company, 1950.

House, E. R. The politics of educational innovations. Berkeley, California: McCutchan, 1974.

House, E. R. Technology versus craft: A ten year perspective on innovation. Journal of Curriculum Studies, 1979, 11, 1-15.

Hoyle, E. The role of the teacher. London: Routledge and Kegan Paul, 1972.

Hunkins, F. P., Ehman, L. H., Hahn, C. L., Martorella, P. H., & Tucker, J. L. Review of research in social studies education, 1970-1975. Washington, D.C.: National Council for the Social studies and Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education Consortium, 1977.

Irvine, J. Perspectives on western Canadians in Canadian history: An analysis of curricula of the public schools of Manitoba 1870-1980. Unpublished doctoral dissertation proposal, University of Alberta, 1980.

Jackson, P. W. Life in classrooms. London: Holt, Rinehart and Winston, 1968.

Jackson, P. W. The way teachers think. In A. S. Lesser (Ed.), Psychology and educational practice. New York: Scott Foresman, 1971.

Jackson, P., & Kieslar, S. B. Fundamental research and education. Educational Researcher, 1977, 6(8), 13-18.

Janesick, V. An ethnographic study of a classroom teacher's perspective. Unpublished doctoral dissertation, Michigan State University, 1977.

Jarolimek, J. The social studies: An overview. Eightieth Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1981.

Jarolimek, J. Concerning the matter of activism in social studies education. Social Education, February, 1972, pp. 149-155.

Johnson, D. W. Influences on teachers' acceptance of change. Elementary School Journal, 1969, 70, 142-153.

Johnson, M., Jr. Appropriate research directions in curriculum and instruction. Curriculum Theory Network, Winter, 1970-71, pp. 6, 25.

Johnson, W. D., Payette, R. F., & Cox, C. B. Review of research in social studies: 1968. Social Education, 1969, 33, 965-989.

Jones, L., & Andrews, A. How valid are surveys of teacher needs? Educational Leadership, 1980, 37, 390-392.

Jones, R. M. Fantasy and feeling in education. New York: New York University Press, 1968.

Kahn, R., & Mann, F. Developing research partnerships. Journal of Social Issues, 1953, 8(3), 4-10.

Kaplan, D., & Manners, R. A. Culture theory. Englewood Cliffs, New Jersey: Prentice Hall, 1972.

Keddie, N. Classroom knowledge. In M. F. D. Young (Ed.), Knowledge and control. London: Collier-Macmillan, 1971.

Kerlinger, F. N. The influence of research on education practice. Educational Researcher, 1977, 6(8), 5-12.

Khleif, B. B. The school as a small society. In M. Wax, S. Diamond & F. O. Gearing (Eds.), Anthropological perspectives on education. New York: Basic Books, 1971.

Khleif, B. B. Issues in anthropological fieldwork in schools. In G. D. Spindler (Ed.), Education and cultural process. New York: Holt, Rinehart and Winston, 1974.

Knoblock, P., & Goldstein, A. P. The lonely teacher. Boston: Allyn and Bacon, 1971.

Kogan, M. The politics of educational change. London: Collins, 1978.

Kohl, J. W. Adoption, adoption stages, and perceptions of the characteristics of innovations. California Journal of Educational Research, 1969, 20, 120-131.

Kozuch, J. A. Implementing an educational innovation: The constraints of school setting. High School Journal, 1979, 62(5).

Kratzman, A., Byrne, T. C., & Worth, W. H. A system in conflict. (A report to the Minister of Labour by the Fact Finding Commission—on Calgary.) Edmonton, Alberta: Alberta Labour, 1980.

Krug, E. A. Curriculum planning. New York: Harper and Brothers, 1950.

Kuper, A. Anthropologists and anthropology. New York: Penguin Books, 1978.

Larkins, A. G., & McKinney, C. W. Four types of theory: Implications for research in social education. Theory and Research in Social Education, 1980, 8(1).

Lazerte, M. E. The enterprise program: Its validity. A.T.A. Magazine, May, 1936, pp. 28-29.

Ledgerwood, C. D. Toward a conceptualization of ideal styles of curriculum decision-making in small groups. Unpublished doctoral dissertation, University of Alberta, 1975.

Ledgerwood, C. D. Alberta social studies in the 1980's: Danger ahead. One World, 1981, XIX(2).

Littleton, V. C., Jr. A study of the factors contributing to the predisposition of elementary principals to try selected innovations. Unpublished doctoral dissertation, University of Texas, 1970.

Long, J. D., & Frye, V. H. Making it till Friday. New Jersey: Princeton Book Company, 1981.

Lortie, D. C. The balance of control and autonomy in elementary school teaching. In A. Etzioni (Ed.), The semi-professions and their organization. New York: The Free Press, 1969.

Lortie, D. Observations in teaching as work. In R. M. W. Travers (Ed.), Second handbook of research on teaching. Chicago: Rand McNally, 1973.

Lortie, D. C. School teacher: A sociological study. Chicago: University of Chicago Press, 1975.

Loucks, S., & Pratt, H. The concerns-based approach to curriculum change. Educational Leadership, 1979, 37, 212-215.

Luckmann, T. Philosophy, science, and everyday life. In M. Natanson (Ed.), Phenomenology and the social sciences (Vol. 1). Evanston, Illinois: Northwestern University Press, 1973.

Luckmann, T. (Ed.). Phenomenology and sociology. New York: Penguin Books, 1978.

Lutz, F. W., & Iannaccone, L. Understanding educational organizations: A field study approach. Columbus, Ohio: Merrill, 1969.

Lutz, F. W., & Ramsey, M. A. The use of anthropological field methods in education. Educational Researcher, 1974, 3(1), 5-9.

MacDonald, B., & Walker, R. Changing the curriculum. London: Open Books, 1976.

Macdonald, J. B. Language, meaning and motivation: An introduction. In J. B. Macdonald & R. R. Leeper (Eds.), Language and meaning. Washington, D.C.: Association for Supervision and Curriculum Development, 1965.

Macdonald, J. B. Myths about instruction. Educational Leadership, 1965, 22, 571-576, 609-617.

Macdonald, J. B. A curriculum rationale. In E. Short & G. Marconnit (Eds.), Contemporary thought on public school curriculum. Dubuque, Iowa: Wm. C. Brown, 1968.

Macdonald, J. B., Wolfson, B. J., & Zaret, E. Reschooling society: A conceptual model. Washington, D.C.: Association for Supervision and Curriculum Development, 1973.

Macdonald, J. B., & Zaret, E. (Eds.). Schools in search of meaning. Washington, D.C.: Association for Supervision and Curriculum Development, 1975.

Magoon, A. Constructivist approaches in educational research. Review of Educational Research, 1977, 47, 651-693.

Malinowski, B. Argonauts of the Western Pacific. London: Routledge, 1922.

Malloy-Hanley, E. Some thoughts on world-views and education. McGill Journal of Education, 1977, XII, 153-158.

Mannheim, K. Ideology and Utopia. London: Routledge and Kegan Paul, 1956.

Manson, G., Marker, G., Ochoa, A., & Tucker, J. Social studies curriculum guidelines. Social Education, 1971, 35, 253-269.

Manson, G., & Vuicich, G. Toward geographic literacy: Objectives for geographic education in the elementary school. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1977.

Marcham, F. G. The nature and purpose of critical thinking in the social studies. In H. R. Anderson (Ed.), Teaching critical thinking in the social studies. Thirteenth Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1942.

Marker, G. W. Why schools abandon "new social studies" materials. Theory and Research in Social Education, 1980, VII(4).

Massey, D. L. Social studies for the seventies—sense and nonsense. One World, 1973, XII(2), 18-29.

Massey, D. L., Osoba, E., & Werner, W. Alberta Education, mutualism and the Canadian content project. Edmonton: Alberta Education, 1977.

Massialas, B. G., & Smith, F. R. (Eds.). New challenges in the social studies: Implications of research for teaching. Belmont, California: Wadsworth, 1965.

McAleese, R., & Hamilton, D. (Eds.). Understanding classroom life. Windsor, Berkshire, England: NFER Publishing Company, 1978.

McCall, G., & Simmons, J. (Eds.). Issues in participant observation. Massachusetts: Addison-Wesley, 1969.

McKinney, J. C., & Tiryakian, E. A. (Eds.). Theoretical sociology: Perspectives and developments. New York: Appleton-Century-Crofts, 1970.

McPhie, W. E. Dissertations in social studies education: A comprehensive guide. Research Bulletin No. 2. Washington, D.C.: National Council for the Social Studies, 1964.

Mead, G. H. Mind, self and society. Chicago: University of Chicago Press, 1934.

Mehan, H. Structuring school structure. Harvard Educational Review, 1978, 48, 32-64.

Merleau-Ponty, M. Phenomenology and the sciences of man. In M. Natanson (Ed.), Phenomenology and the social sciences (Vol. I). Evanston, Illinois: Northwestern University Press, 1973.

Metcalf, L. E. Research on teaching the social studies. In N. L. Gage (Ed.), Handbook of research on teaching. Chicago: American Educational Research Association/Rand McNally, 1963.

Mezirow, J. Education for perspective transformation. New York: Columbia University Press, 1978.

Miles, M. B., & Charters, W. W., Jr. Learning in social settings: New readings in the social psychology of education. Boston: Allyn and Bacon, 1970.

Miller, J. The compassionate teacher. Englewood Cliffs, New Jersey: Prentice-Hall, 1981.

Miller, S. I. A cultural evaluation of contemporary educational innovations. School and Society, 1971, 99, 508-511.

Mirkovic, D. Dialectic and sociological thought. St. Catherines, Ontario: Diliton Publications, 1980.

Morris, C. Signification and significance. Boston: M.I.T. Press, 1964.

Moustakas, C. The authentic teacher. Cambridge: Howard A. Doyle Publishing Company, 1967.

Murray, M. (Ed.). Heidegger and modern philosophy. New Haven, Conn.: Yale University Press, 1978.

Nash, D., & Wintrob, R. The emergence of self-consciousness in ethnography. Current Anthropology, 1974, 13, 311-318.

Natalicio, L. F. S., & Hereford, C. F. (Eds.). The teacher as a person. Dubuque, Iowa: Wm. C. Brown, 1973.

Natanson, M. (Ed.). Phenomenology and the social sciences (Vol. I). Evanston, Illinois: Northwestern University Press, 1973.

Natanson, M. Phenomenology and the social sciences. In M. Natanson (Ed.), Phenomenology and the Social Sciences (Vol. I). Evanston, Illinois: Northwestern University Press, 1973.

National Commission on Teacher Education and Professional Standards. The teacher and his staff: Differentiating teacher roles. Washington, D.C.: National Education Association, 1969.

National Council for the Social Studies. Position statement: Standards for social studies teachers. Social Education, 1971 35, 845-852.

Naumann-Etienne, M. *Bringing about open education: Strategies for innovation*. Unpublished doctoral dissertation, University of Michigan, 1974.

Nichols, A. S., & Ochoa, A. Evaluating textbooks for elementary social studies: Criteria for the seventies. *Social Education*, March, 1971, pp. 290-294.

Odynak, E. *Kanata kit one: A classroom experience*. Unpublished doctoral dissertation, University of Alberta, 1981.

Ogbu, J. U. *The next generation*. New York: Academic Press, 1974.

Overholt, G. E., & Stallings, M. *Ethnographic and experimental hypotheses in educational research*. San Francisco: American Educational Research Association, 1976.

Palmer, R. *Hermeneutics*. Evanston, Illinois: Northwestern University Press, 1969.

Payette, R. F., Johnson, W. D., & Cox, C. B. Review of research in social studies: 1969. *Social Education*, 1970, *34*, 933-954.

Pelto, P. J. *The study of anthropology*. Columbus, Ohio: Charles E. Merrill, 1965.

Pelto, P. J. *Anthropological research: The structure of inquiry*. New York: Harper and Row, 1970.

Phenix, P. *Realms of meaning*. New York: McGraw-Hill, 1964.

Pivcevic, E. (Ed.). *Phenomenology and philosophical understanding*. London: Cambridge University Press, 1975.

Pohland, P. Participant observation as research methodology. *Studies in Art Education*, 1972, *13*(3), 4-15.

Pollard, M. *The teachers*. Lavenham: Eastland Press, 1974.

Ponder, G. The more things change . . .: The status of social studies. *Educational Leadership*, 1979, , 515-518.

Popham, W. J., & Baker, E. L. *Systematic instruction*. Englewood Cliffs, New Jersey: Prentice Hall, 1970.

Popkewitz, T. S. Paradigms in educational science: Different meanings and purpose to theory. *Journal of Education*, 1980, *162*, 28-46.

Popkewitz, T. *The social contexts of schooling, change and educational research*. Madison, Wisconsin: University of Wisconsin, 1980.

Posner, G. J. New developments in curricular research: It's the thought that counts. Invited address to Northeastern Educational Research Association, New York, October, 1980.

Powdermaker, H. Stranger and friend: The way of an anthropologist. New York: W. W. Norton, 1966.

Price, R. A. Goals for the social studies. In D. Fraser (Ed.), Social studies curriculum development: Prospects and problems. Thirty-ninth Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1969.

Price, R. A., Hickman, W., & Smith, G. Major concepts for social studies. Syracuse, New York: Social Studies Curriculum Center, 1975.

Raths, L. E. Values and teaching: Working with values in the classroom. Columbus, Ohio: Charles E. Merrill, 1966.

Reagan, C. A., & Stewart, D. (Eds.). The philosophy of Paul Ricoeur: An anthology of his work. Boston: Beacon Press, 1978.

Remmling, G. (Ed.). Towards the sociology of knowledge. London: Routledge and Kegan Paul, 1973.

Reynolds, P. D. Ethical dilemmas and social science research. San Francisco: Jossey-Bass Publishers, 1979.

Rice, M. J., & Cobb, R. L. What can children learn in geography? A review of research. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1978.

Ricoeur, P. The task of hermeneutics. Philosophy Today, 1973, 17, 112-128.

Ricoeur, P. The task of hermeneutics. In M. Murray (Ed.), Heidegger and modern philosophy. New Haven, Conn.: Yale University Press, 1978.

Rist, R. C. Blitzkrieg ethnography: On the transformation of a method into a movement. Educational Researcher, February, 1980, pp. 8-10.

Rogers, E. M. Diffusion of innovations. New York: The Free Press, 1964.

Rogers, E. M., & Shoemaker, F. F. Communication of innovations: A cross-cultural approach (2nd ed.). New York: Collier-Macmillan, 1971.

Rokeach, M. Beliefs, attitudes and values. San Francisco: Jossey-Bass, 1968.

Rokeach, M., & Rothman, G. The principle of belief congruence and the congruity principle as models of cognitive interaction. Psychological Review, 1965, 72, 128-142.

Rubin, L. J. A study on the continuing education of teachers. Santa Barbara, California: University of California Press, 1969.

Rudduck, J. Dissemination as 'acculturation research.' S.S.R.C. Newsletter, October, 1976, 23.

Rudduck, J. Dissemination as encounter of cultures. Research Intelligence, 1977, 3, 3-5.

Ruthven, K. K. Critical assumptions. Cambridge: Cambridge University Press, 1979.

Sarason, S. B. The culture of the school and the problem of change. Boston: Allyn and Bacon, 1971.

Saylor, J. G., & Alexander, W. M. Planning curriculum for schools. New York: Holt, Rinehart and Winston, 1974.

Schatzman, L., & Strauss, A. Field research: Strategies for a natural sociology. Englewood Cliffs, New Jersey: Prentice Hall, 1973

Schutz, A. The stranger. In B. R. Cosin, I. R. Dale, G. M. Esland & Swift, D. F. (Eds.), School and society: A sociological reader. London: Routledge and Kegan Paul, 1971.

Schutz, A. Studies in social theory. The Hague: Martinus Nijhoff, 1971.

Schutz, A. The phenomenology of the social world. London: Heinemann Educational Books, 1972.

Schwartz, H., & Jacobs, J. Qualitative sociology: A method to the madness. New York: The Free Press, 1979.

Seaman, P., Esland, G., & Cosin, B. Innovation and ideology. London: Open University, 1972.

Sevigny, M. Triangulated inquiry: An alternative methodology for the study of classroom. Review of Research in Visual Arts Education, 1978, 8, 1-16.

Sharp, D. L. Why teach? New York: Henry Holt and Company, 1957.

Shaver, J. P. Are educational research findings useful for curricular/instructional decisions? A skeptical view 1978. Paper presented at the annual meeting of the National Council for the Social Studies, Houston, November 24, 1978, as recipient of the N.C.S.S. Citation for Exemplary Research in Social Studies Education, 1977.

Shaver, J. P. The productivity of educational research and the applied-basic research distinction. Educational Researcher, 1979, 8, 3-9.

Shaver, J. P., Davis, D. L., Jr., & Helburn, S. W. The status of social studies education: Impressions from three NSF studies. Social Education, 1979, 43, 150-153.

Shaver, J. P., Davis, O. L., & Helburn, S. M. An interpretive report on the status of precollege social studies education based on three NSF-funded studies. In What are the needs in precollege science, mathematics, and social science education? Views from the field. Washington, D.C.: National Science Foundation, 1980.

Shaver, J. P., & Larkins, A. G. Research on teaching social studies. In R. M. W. Travers (Ed.), Second handbook of research in teaching. Chicago: Rand, McNally, 1973.

Shipman, M. Inside a curriculum project. London: Methuen and Company, 1974.

Sieber, S., Lovis, K., & Metzger, L. The use of educational knowledge (Vols. 1 & 2). New York: Columbia University, Bureau of Applied Social Research, 1972.

Sindell, P. S. Anthropological approaches to the study of education. Review of Educational Research, 1969, 39, 593-605.

Smith, L. An evolving logic of participant observation, educational ethnography, and other case studies. In L. Shulman (Ed.), Review of research in education 6. Illinois: Peacock, American Educational Research Association, 1978.

Smith, L. M., & Geoffrey, W. The complexities of an urban classroom. New York: Holt, Rinehart and Winston, 1968.

Smith, L. M., & Keith, P. M. Anatomy of educational innovation: An organizational analysis of an elementary school. New York: John Wiley and Sons, 1971.

Smith, M. L. Teaching and science education in Fall River. Washington, D.C.: National Science Foundation, 1977.

Spiegelberg, H. The phenomenological movement. The Hague: Martinus Nijhoff, 1965.

Spindler, G. D. (Ed.). Education and anthropology. Stanford, California: Stanford University Press, 1955.

Spindler, G. D. The transmission of American culture. Cambridge, Mass.: Harvard University Press, 1962.

Spindler, G. D. Education and culture: Anthropological approaches. New York: Holt, Rinehart and Winston, 1963.

Spindler, G. D. (Ed.). Education and cultural process: Toward an anthropology of education. New York: Holt, Rinehart and Winston, 1974.

Spradley, J. P. The ethnographic interview. New York: Holt, Rinehart and Winston, 1979.

Spradley, J. P. Participant observation. New York: Holt, Rinehart and Winston, 1980.

Spradley, J. P., & McCurdy, D. The cultural experience: Ethnography in complex society. Chicago: S.R.A., 1972.

Stake, R. E. The case study method in social inquiry. Educational Researcher, 1978, 7(2), 5-8.

Stake, R. E., & Easley, J. A. (Eds.). Case studies in science education. Vol. II, Design, Overview and General Findings. Urbana-Champaign: University of Illinois, 1978.

Starr, I. The nature of critical thinking and its application in the social studies. In H. Carpenter (Ed.), Skill development in social studies. Thirty third Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1963.

Stenhouse, L. Culture and education. London: Nelson, 1967.

Stephens, M. A question of generalizability. Theory and Research in Social Education, 1982, 9(4), 75-89.

Stolee, L. Teachers are upset over values. The ATA Magazine, 1970, 51(2), 27-29.

Strasser, S. Phenomenology and the human sciences. Pittsburgh: Duquesne University Press, 1963.

Strike, K. A. An epistemology of practical research. Educational Researcher, 19 , 8, 10-16.

Sugg, R. S., Jr. Motherteacher. Charlottesville: University Press of Virginia, 1978.

Taba, H. Curriculum development, theory and practice. New York: Harcourt, Brace and World, 1962.

Taba, H ., Durkin, M., Fraenkel, J., & McNaughton, A. A teacher's handbook to elementary social studies: An inductive approach. Don Mills, Ontario: Addison-Wesley, 1971.

Tanner, D., & Tanner, L. Curriculum development. New York: Macmillan, 1975.

Taylor, P. H. How teachers plan their courses. Slough, Bucks.: National Foundation for Educational Research, 1970.

Taylor, P. H., & Tye, K. A. (Eds.). Curriculum, school and society: An introduction to curriculum studies. Windsor, Berkshire: NFER Publishing Company, 1975.

Thomas, R. M. Social differences in the classroom. New York: David McKay Company, 1965.

Thomas, R. M., & Brubacker, D. Curriculum patterns in elementary social studies. Belmont: Wadsworth, 1971.

Thomas, R. M., Sands, L. B., & Brubaker, D. L. Strategies for curriculum change: Cases from 13 nations. Scranton, Pennsylvania: International Textbook Company, 1968.

Thompson, P. The voice of the past—oral history. Oxford: Oxford University Press, 1978.

Tiryakian, E. A. Sociology and existential phenomenology. In M. Natanson (Ed.), Phenomenology and the social sciences (Vol. I). Evanston, Illinois: Northwestern University Press, 1973.

Tonnies, F. Community and society (Gemeinschaft and Gesellschaft). (C. P. Loomis, Ed. and trans.). East Lansing, Michigan: The Michigan State University Press, 1957.

Travers, R. M. W. (Ed.). Second handbook of research in teaching. Chicago: Rand McNally, 1973.

Travers, R. M. W., & Dillon, J. The making of a teacher: A plan for professional self-development. New York: Macmillan, 1975.

Truch, S. Teacher burnout and what to do about it. Novato, California: Academic Therapy Publications, 1980.

Tucker, J. L., & Joyce, W. W. Social studies teacher education, practices, problems, and recommendations. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education, Social Science Education Consortium, 1979.

Turner, R. (Ed.). Ethnomethodology. Harmondsworth: Penguin Books, 1974.

Tyler, R. W. Basic principles of curriculum and instruction. Chicago: University of Chicago Press, 1950.

Tyler, S. A. (Ed.). Cognitive anthropology. New York: Holt, Rinehart and Winston, 1969.

Tyler, S. A. (Ed.). Concepts and assumptions in contemporary anthropology. Athens, Georgia: University of Georgia Press, 1969.

Tyler, S. A. The said and the unsaid: Mind, meaning and culture. New York: Academic Press, 1978.

Van Manen, J. (Ed.). Qualitative methodology. Administrative Science Quarterly, 1979, 24.

Van Manen, M. Toward a cybernetic phenomenology of instruction. Unpublished doctoral dissertation, University of Alberta, 1973.

Van Manen, M. An exploration of alternative research orientations in social education. Theory and Research, 1975, III(1).

Van Manen, M. Linking ways of knowing with ways of being practical. Curriculum Inquiry, 1977, 6, 205-228.

Vidich, A. J. Participant observation and the collection and interpretation of data. American Journal of Sociology, 1960, 60.

Vigliani, A. Selective bibliography in anthropology and world history resources. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1977.

Wach, J. The comparative study of religions. New York: Columbia University Press, 1958.

Wagner, H. R. (Ed.). Alfred Schutz: On phenomenology and social relations. Chicago: University of Chicago Press, 1970.

Walker, D. F. A naturalistic model for curriculum development. School Review, 1971, 81, 51-65.

Walker, D. F. Toward comprehension of curricular realities. In L. S. Shulman (Ed.), Review of research in education. Itasca, Illinois: F. E. Peacock Publishers, 1976.

Watts, J. Teaching. London: David and Charles, 1974.

Wax, M. L., Diamond, S., & Gearing, F. O. (Eds.). Anthropological perspectives on education. New York: Basic Books, 1971.

Welch, W. W. Science education in Urbanville: A case study. In What are the needs in precollege science, mathematics, and social science education? Views from the field. Washington, D.C.: National Science Foundation, 1980.

Wells, A. (Ed.). Contemporary sociological theories. Santa Monica: Goodyear Publishing Company, 1978.

Werner, W. A study of perspective in social studies. Unpublished doctoral dissertation, University of Alberta, 1977.

Werner, W. Evaluation: Sense-making of school programs. Edmonton, Alberta: Department of Secondary Education, University of Alberta, 1979.

Werner, W. Guidelines for program implementation. Victoria, British Columbia: Ministry of Education, 1980.

Werner, W. Implementation: The role of belief. In M. Daniels & I. Wright (Eds.), Implementation viewpoints. Vancouver, British Columbia: Centre for the Study of Curriculum and Instruction, University of British Columbia, 1980.

Werner, W., & Rothe, P. Doing school ethnography. Edmonton, Alberta: Department of Secondary Education, University of Alberta, 1979.

Whiteside, T. The sociology of educational innovation. London: Methuen and Company, 1978.

Whyte, W. F. Street corner society. Chicago: University of Chicago Press, 1943.

Wild, J. Husserl's life-world and the lived body. In E. Straus (Ed.), Phenomenology: Pure and applied. Pittsburgh: Duquesne University Press, 1964.

Wiley, K. B., & Race, J. The status of pre-college science, mathematics, and social science education: 1955-1975. Vol. III, Social science education. Boulder, Colorado: Social Science Education Consortium, 1977.

Willer, J. The social determination of knowledge. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Williamson, J. B., Karp, D. A., & Dalphin, J. R. The research craft. Boston: Little, Brown and Company, 1977.

Wilson, D. Emic-evaluative inquiry: An approach for evaluating school programs. Unpublished doctoral dissertation, University of Alberta, 1976.

Wilson, S. The use of ethnographic techniques in educational research. Review of Educational Research, 1977, 47, 245-265.

Winston, B. J., & Anderson, C. C. Skill development in elementary social studies: A new perspective. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1977.

Wirsing, M. E. Teaching and philosophy: A synthesis. Boston: Houghton Mifflin, 1972.

Wolcott, H. The man in the principal's office. New York: Holt, Rinehart and Winston, 1973.

Wolcott, H. Criteria for ethnographic approach to research in schools. Human Organization, 1975, 34(2), 111-127.

Wolcott, H. F. Teachers vs. technocrats. Eugene: University of Oregon, 1977.

Wood, F., & Thompson, S. Guidelines for better staff development. Educational Leadership, February, 1980, pp. 374-378.

Young, E. In-service education: A guide to effective practice. Edmonton, Alberta: The Alberta Teachers' Association Professional Development Bulletin, March 5, 1980.

Zahorik, J. A. The effect of planning on teaching. Elementary School Journal, 1970, 71(3), 143-151.

Zahorik, J. A. Teachers' planning models. Educational Leadership, 1975, 33, 134-139.

Zais. R. S. Curriculum: Principles and foundations. New York: Harper and Row, 1976.

Zito, G. V. Methodology and meanings. New York: Praeger Publishers, 1975.

APPENDICES

APPENDIX A

TEACHER CAREER INTERVIEW GUIDE

TEACHER CAREER MODEL INTERVIEW*

CAREER: Pre-teaching career alternatives	Prior occupational choices, training, work experience; considerations in their selection and abandonment; levels of commitment to them.
CAREER: Professional choice	When and why first considered becoming a teacher; conditions for choice and strength of commitment; significant others as models; identifying own aptitudes and interests.
CAREER: Specialization	Teaching elementary school versus teaching at other levels of schooling (accidental, experimental, deliberate). How choice made (conditions, models). Early conceptions, images of work in that area.
IDEOLOGY, PHILOSOPHY: Pre-teaching	Very earliest conceptions of teaching; teacher roles, models, and assessment of their efficacy.
TEAMWORK:	The teacher's role vis-a-vis other teachers, auxiliaries, administrators, parents, community groups.

---

*The model is derived from "The Health Professional Interview: Career Model" (Schatzman and Strauss, 1973, pp. 77-80).

PROFESSIONAL: Training	Chronological listing of pre-service and in-service teacher education institutions attended. Brief description of teaching philosophy of each; relate his/her developing ideology to each. What teaching roles was he/she able to perform or see others perform (developing role concepts)?
CAREER: School choices	In-service teaching experience; where and why there? Probe for alternatives--searching for "right" place. Bring career to last point in time and place before present one; also ideological point.
CAREER: School teaching	What brought him/her here? What brought him/her to this school? What did he/she know of it in advance? What was he/she told and led to expect about the work he/she would do here?
INSTITUTION: Ideology	What did he/she know in advance of the philosophy of this school; also the limitations of the school's requirements for his/her teaching.

INSTITUTION: Teamwork	First observations and impressions of teaching colleagues: What they did and what they claimed competence in. Did he/she accept their practices and claims?
PROFESSION: School tasks	Teaching tasks when first came, and those which developed over time. Were these forced upon, seized by, or proferred him/her? Rundown of daily, weekly tasks and responsibilities. What claims did he/she make, tacitly or forcefully? (Claims based on training, experience, tradition, legality, operational necessity, talent and desire).
TEAMWORK: Teaching role School	How do other personnel modify his/her work and his/her conception of what he/she ought to be doing? Of his/her tasks, which are done reluctantly, which positively? Which did he/she never dream he/she would be doing? Does this school and its personnel allow him/her to be the kind of teacher he needs or wants to be?
IDEOLOGY: Teaching	Currently how would he/she describe the effective teacher? What contribution, if any, do others make to the effectiveness of the work of the teacher?

INSTITUTION: Organization Organizational philosophy	How does the respondent view the organizational procedures of the school: pupil selection; admission procedures; assessment of pupil progress; grouping of pupils within the school; organization of school time.
CAREER: Teaching Ideology School	How does he/she see teaching in the future: What will it be like in 10-15 years? Methods, schools, organization?
	What of him/herself? Would he/she predict, realistically and/or wistfully, where he/she will be in 10-15 years, and what he/she will be doing?

APPENDIX B

PRINCIPAL'S GOALS AND PLANS

Principal's Goals and Plans:

1. Relationship with Students

   To maintain "closeness" with Mimosa pupils for being involved with them in following ways:

   a). Joining classes to observe pupils, providing storytimes, participating in sustained silent reading.

   b). meeting with student council periodically.

   c). interviewing pupils (random selection), in the late fall and early spring, to collect input from them to foster more effective decision-making by staff and self.

   d). continuing to host a weekly Sharing Time, in the Learning Resources Centre, to which one pupil per class (14 pupils participating each week) will join the principal, and a special guest, to share/present a piece of writing, art or combination of both, with the group.

2. Relationship with Staff

   To insure effective educational leadership by "knowing" individual staff members and providing effective avenues for communication, thus keeping staff well-informed and allowing them to keep me well-informed. I will employ the following:

   a) daily a.m. memos
   b) open door policy
   c) principal-teacher conferences/interviews fall and spring, or as requested by teachers, or other staff.
   d) analysis of E.P.S.B. Opinion Survey results.
   e) continued use of communications survey which I drafted to elicit feedback and suggestions.

3. Relationship with Parents:

To continue to facilitate an educational partnership between the home and school by:

a) continuing our Parent Volunteer program - recruiting, inservicing and placing parents in suitable positions.

b) interviewing parent volunteers in early December to get feedback on school operations.

c) interviewing those parents who respond to a request to come in for "tea" with the principal.

d) sending a special letter to all parents requesting input/feedback in early January.

e) participating in Local Advisory Committee activities - to provide an orientation to school -define an "educational partnership" and opportunities for the shared responsibility of parents and school in the education of children.

f) analyze E.P.S.B. survey results for feedback.

APPENDIX C

AGENDA OF INITIAL STAFF MEETING, 1981-82

MIMOSA ELEMENTARY SCHOOL

SCHOOL OPENING—1981-82

A. Welcome:

B. Business:

1. Recording Secretary
   Elaine Campbell

   1 - staff list (sheet A)
   2 - staff directory (sheet B)
2. Staff Meetings
   Day: 1st Tues of month
   Time: 3:45
3. Teacher Personal Data
   - Form C, Mimosa records, attached
   - Teacher Information - E.P.S.B. (Sheet B2)
   - Change of Education Status - claim for additional years - Form D3 to be completed prior to October 31 or March 31
   - Tax deduction forms
4. Supply Teacher Service
   - follow normal procedures and responsibilities for booking in and out, notify school, supervision covered, plans available
   - see attached form
5. School Security
   - keys - Joy
   - code
6. Utilization of school space
7. Firedrills J. reads through sheet C
   - check location of fire alarms by your classroom, gym, library (Sheet C)
8. Parking
   - (sheet D)
9. School Calendar
   - sheet E
   - P.D. days (four ½ days)
     dates:
   - "Meet the Teacher" night

10. Designate - Stand-by assistant - Barbara offers - accepted
11. Pupil Attendance - Joy - Karen asks to be released
12. Student Insurance Delivered to school on Sept. 10th
    - to be returned to the office by: 3:30 p.m. September 14, 1981
13. Enrolment Reports
    - Sheets will be sent to homerooms, to be filled and returned to office, on

      September 8, 1981

      September 14, 1981

      September 30, 1981
14. Fees, Collections
    - All supplies are provided for K-3
    - Gr 4-6 can be requested to bring expendable materials only
    - Money enveloped
    - Teacher allowance - $15.00
    - Ordering procedures
15. School Pictures
    - National School Studios
    - Friday, October 9
16. Report Cards
17. Registration Procedures
18. Xerox
    - care; keep use to minimum; vary strategies
19. Supervision Schedule
    - Proposed
    - Sheet F
20. Regulations and Policies
    - bell schedule - Sheet G
    - pupil management - Sheet 4
    - accidents, illnesses
    - leaving school grounds
    - field trip policies
    - keeping pupils in
    - dismissing pupils
    - communication with home and community

21. Lunch Program
22. Staff Jobs
    - sheet I
23. Student Teachers

C. Program:

1. Timetables
    - Music/Resource
    - Library/Counseling
    - Phys. Ed. - Debbie
    - Art
    - Science
    - Individual timetables must specify subjects taught, unassigned time, grade, room no., assembly and dismissal times, and on the back of your timetable please indicate minutes for each subject. (Total minutes of instruction time for 1.0 F.T.E. teacher = 1400 minutes so please tally to be sure you come to this total.) See attached sheet J of average district instruction times. Timetables - due as soon as possible, final date of September 1981. Please discuss any "out of ordinary" timetable plans with me previous to submitting your timetable.
    - See sheet J
2. Learning Resources
    - AV ordering - Henry
    - library program - Alf
3. Counselling - Alf
4. Music Program - Peter
5. Resource Teacher - Peter
6. Plan Books
    - to include long-range objectives, pupil progress, daily plans
    - suitable provisions for supply teacher
    - Principal - teacher conferences in October
7. Standardized Test Results
8. System Survey Results
9. Teaching Resources
10. School Plans (SBB)
11. My Objectives, Plans

12. Individual Teachers' Area(s) of Growth Emphasis
13. Teacher Aide Allocations
14. Alberta Education Program of Studies
15. Social Studies Project

D. Philosophy:

1. Communication
2. Continuing to Grow
3. Atmosphere

APPENDIX D

THE SCHOOL DAY

AFTON ELEMENTARY SCHOOL - BELL SCHEDULE

DISMISSAL TIME - Teacher Directed - NO BELLS

	BELL RINGS	
Morning Assembly	8:50 a.m.	
Morning Recess Concludes	10:45 a.m.	(begins 10:30 a.m.)
Kindergarten		(11:30 a.m.)
Lunch Dismissal		(12:00 noon)
Kindergarten Assembly	1:00 p.m.	
Afternoon Assembly	1:10 p.m.	
Afternoon Recess Concludes	2:30 p.m.	(begins 2:15 p.m.)
Afternoon Dismissal		(3:32 p.m.)
Grade one split-exit dismissals		11:20 a.m., 2:52 p.m.
All pupils out of school	4:05 p.m.	

APPENDIX E

PUBLIC SCHOOL SURVEY RESULTS FOR MIMOSA ELEMENTARY SCHOOL

1981 ELEMENTARY MIMOSA

PARENT RESPONSES

	SYSTEM	AREA	AREA HIGH	AREA LOW	SCHOOL
1. Are you satisfied with the way the school is handling each of the following programs (emphasis, content, quality of instruction, etc.)?					
(a) Language Arts/English					
(i) Reading/Writing/Speaking/ Listening	91%	91%	100%	83%	89%
(ii) Vocabulary/Spelling/Grammar	88%	89%	98%	84%	87%
(b) Mathematics	89%	90%	98%	84%	90%
(c) Science	90%	90%	98%	76%	95%
(d) Social Studies	91%	90%	98%	81%	91%
(e) Physical Education	89%	90%	100%	84%	88%
(f) Second Languages	62%	59%	91%	37%	37%
(g) Fine Arts (Music/Art/Drama)	89%	90%	100%	78%	93%
(h) Health	92%	93%	100%	82%	97%
2. Do you feel student discipline is handled well at the school?	80%	80%	89%	60%	85%
3. Do you feel your child likes school?	91%	92%	100%	83%	95%
4. Do you feel the school system is using its money in a reasonable manner?	77%	79%	95%	50%	70%
5. In general, are you satisfied with:					
(a) your child's teacher(s)?	91%	92%	98%	85%	95%
(b) the school Principal	91%	93%	100%	76%	89%
(c) the Associate Superintendent of Schools for your Area?	76%	77%	91%	58%	82%
(d) the Superintendent of Schools?	72%	72%	92%	53%	68%
(e) the Board of Trustees?	64%	64%	88%	46%	59%
6. Do you feel welcome at the school?	96%	96%	100%	86%	97%
7. Do you feel you have an adequate voice in school decisions that affect your child?	73%	74%	87%	60%	79%
8. Do you feel you are being satisfactorily informed about your child's learning progress?	85%	85%	94%	66%	89%

	SYSTEM	AREA	AREA HIGH	AREA LOW	SCHOOL
9. Are you satisfied with the guidance and counseling services at the school?	79%	79%	93%	58%	79%
10. Are you satisfied with the extra-curricular programs at the school (sports, school plays, concerts, clubs, etc.)?	85%	87%	98%	61%	86%
11. Are you satisfied with the way attendance is being handled at the school?	92%	92%	100%	79%	93%
12. Do you feel the non-teaching employees at the school such as secretaries, aides and custodians, are helpful and friendly?	95%	94%	98%	85%	98%
13. Do you feel that the number of pupils in your child's classes is appropriate?	81%	82%	97%	60%	81%
14. Generally, are you satisfied with your child's school?	92%	94%	100%	80%	94%

1981 ELEMENTARY MIMOSA

STUDENT RESPONSES

QUESTION:	*SYSTEM	*AREA	*AREA HIGH	*AREA LOW	*SCHOOL
1. Do you like your school work?	71%	71%	85%	48%	64%
2. Do you feel good about how much you are learning?	85%	85%	90%	73%	83%
3. Do you like your teacher?	83%	84%	94%	67%	76%
4. Are the people in the office friendly and helpful?	86%	86%	97%	68%	87%
5. Do you like the principal?	85%	89%	97%	62%	83%
6. Do you feel the school rules are fair?	64%	65%	81%	41%	47%
7. Are the children made to follow the rules?	73%	74%	84%	62%	82%
8. Are the other children at school nice?	58%	60%	80%	42%	67%
9. Do you have fun at recess?	86%	87%	94%	70%	89%
10. Do you like your school building?	79%	80%	92%	64%	82%
11. Do you like your school playground?	74%	72%	92%	55%	76%
12. Does homework help you to learn more?	64%	68%	84%	47%	55%
13. Does your teacher give you help when you need it?	83%	83%	94%	68%	81%
14. Do you like going to school?	66%	66%	79%	48%	59%
15. Are you satisfied with the number of children in your classes?	76%	74%	91%	55%	75%
16. Do you find your school work interesting? (Gr. 4-6)	57%	61%	42%	81%	50%

*Percentage responding "yes"; does not include "no", "undecided", "insufficient information" nor "no response".

	*SYSTEM	*AREA	*AREA HIGH	*AREA LOW	*SCHOOL
17. Do you feel your teacher(s) care about you? (Gr. 4-6)	60%	60%	90%	44%	56%
18. Do you feel that children who misbehave are dealt with properly? (Gr. 4-6)	50%	52%	67%	33%	33%
19. Do you feel the marks you get are fair? (Gr. 4-6)	67%	67%	93%	43%	64%

*Percentage responding "yes"; does not include "no", "undecided", "insufficient information" nor "no response".

1981 ELEMENTARY MIMOSA

TEACHER RESPONSES

Certificated

	SYSTEM	AREA	AREA HIGH	AREA LOW	SCHOOL
1. Do you feel there is good communication throughout the school District?	60%	66%	100%	37%	100%
2. Do you feel that there is good communication in your school?	84%	82%	100%	45%	100%
3. Are you satisfied with the equipment, materials and supplies you are provided?	86%	87%	100%	66%	100%
4. Do you feel that you as an individual have adequate influence over decisions that affect you and your job?	64%	68%	93%	44%	84%
5. Do you feel you get adequate "backing" when you need it from:					
(a) the Associate Superintendent of Schools for your Area?	66%	73%	100%	31%	85%
(b) the Superintendent?	51%	59%	96%	40%	56%
(c) central administration?	52%	56%	100%	28%	56%
(d) your Principal?	91%	92%	100%	62%	100%
6. Do you feel you get adequate recognition and appreciation for your performance and accomplishments?	61%	64%	100%	46%	67%
7. Do you feel your assigned work responsibilities are fair and reasonable?	87%	92%	100%	69%	86%
8. Do you feel that the school District is compensating you fairly?	66%	74%	100%	53%	77%
9. Do you feel the school District is communicating its goals, philosophies and policies?	51%	55%	91%	31%	93%
10. Do you feel the school District is consistently implementing its goals, philosophies and policies?	48%	53%	87%	22%	84%

	SYSTEM	AREA	AREA HIGH	AREA LOW	SCHOOL
11. Do you feel the school District's goals, philosophies and practices are consistent with your personal goals and beliefs (for example, regarding educational philosophy, student discipline, personnel practices, parental involvement, etc.)?	64%	65%	94%	32%	78%
12. Do you respect and have confidence in:					
(a) the Associate Superintendent of Schools for your Area?	70%	75%	100%	47%	86%
(b) the Superintendent?	66%	70%	100%	48%	70%
(c) central administration?	53%	54%	90%	32%	60%
(d) the Board of Trustees?	38%	41%	80%	23%	45%
(e) your Principal	89%	91%	100%	59%	100%
13. Do you feel that the promotion procedures for staff are fair and reasonable?	66%	72%	100%	56%	78%
14. Do you feel that the Edmonton Public School District is a good place to work?	89%	92%	100%	82%	92%
15. Do you feel that your school is a good place to work?	92%	93%	100%	71%	100%
16. Are you satisfied with the supporting services provided by the central administration in the instructional area?	71%	75%	100%	41%	93%
17. Are you satisfied with the supporting services provided by the central administration in the non-instructional areas?	69%	74%	100%	46%	100%
18. Do you feel that the number of pupils in the classes that you teach is appropriate?	67%	70%	100%	36%	92%

APPENDIX F

STANDARDIZED TEST RESULTS FOR MIMOSA ELEMENTARY SCHOOL
1980-81

STANDARDIZED TEST RESULTS

Mimosa Elementary School

Test Results

1. Grade 6 Canadian Cognitive Abilities: December 9, 1980

	School Mean	System Mean	
Verbal IQ	106.4	105.8	+ .6
Quant. IQ	103.7	102.3	+1.4
Nonverbal IQ	105.7	105.2	+ .5

2. Grade 3 Canadian Cognitive Abilities: March 19, 1981

	School Mean	System Mean	
Verbal IQ	114.4	108.7	+5.7
Quant. IQ	107.1	103.3	+3.8
Nonverbal IQ	105.1	102.9	+2.2

3. EPSB System: Reading

Grade 1	Decoding	2 below, at 48 percentile	-2
	Comprehension	1 below, at 49 percentile	-1
Grade 2	Decoding	11 above, at 61 percentile	+11
	Comprehension	21 above, at 71 percentile	+21
Grade 3	Decoding	15 above, at 65 percentile	+15
	Comprehension	16 above, at 66 percentile	+16
Grade 4	Decoding	11 above, at 61 percentile	+11
	Comprehension	18 above, at 68 percentile	+18
Grade 5			
Grade 6			

4. EPSB System: Math

Grade 1	5 above system mean, at 55 percentile	+ 5
Grade 2	24 above system mean, at 74 percentile	+24
Grade 3	2 below system mean, at 48 percentile	- 2
Grade 4	16 above system mean, at 66 percentile	+16
Grade 5	1 above system mean, at 51 percentile	+ 1
Grade 6	2 below system mean, at 48 percentile	- 2

APPENDIX G

STAFF MEMO, FEBRUARY 5TH, 1982

MIMOSA ELEMENTARY SCHOOL

STAFF MEMO

DATE Feb 5, 1982

Sharing Our Writing was as delightful as ever yesterday. There is a lot of great writing going on. You are all doing a great job and making a tremendous contribution to these kids lives. I'm proud of the whole situation. ☺

Nadine is swimming in her yearly swim-a-thon in one week. Anyone willing to sponsor would be greatly appreciated! Every penny makes her feel good!

Jenny is here this a.m. to work with me on an article of some type on the Mimosa writing programs which we are going to submit to the NCTE Language Arts Magazine.

This p.m. at 2:00 I must be at Westmount school for a meeting to receive our budget allocation, etc.

awwrr

Happy Friday! Let's try to relax, have some fun together (well not too much) I suggest we try to talk about some "out of school" things in the staff room and give our nerves a break! I'm looking forward to seeing you at Diane's tomorrow evening if you can make it! I think it's time for some relaxation! Thanks to Diane and Kevin for inviting us over.

Janeen

Money - 3.50 from luncheon - give to Nat.

☑ K. Fontaine
☑ E. Campbell
☐ T. Dent
☑ B. Benton
☑ D. Jones
☑ J. O'Shea

☐ L. Lanner
☑ I. Adair
☐ A. Little
☑ S. Mann
☐ J. Carlisle
☐ P. White
☐ K. French

☑ D. Reynolds
☑ M. Poppins
☑ N. Yates
☑ H. Gonzo
☐ J. Summer
☐ T. Ralph
☑ D. Stanton

APPENDIX H

STAFF MEMO, FEBRUARY 22ND, 1982

MIMOSA ELEMENTARY SCHOOL

STAFF MEMO

DATE Feb 22, 1982

I have received notice that our team teaching areas are going to be painted Starting March 1 - March 25 (We'll have them start in the library or centre of the Gr. 6 area so you are not disturbed on Friday March 5)

Attached: List of Human Resources (Blue)

Can Sharing Our Writing be canceled this? next week dut to budget pressures and Teacher's Convention? Yes

Janeen

Dont forget because of Teachers Convention the end of the month is the 24 so you will be handing in your attendance at that time.

Joy

☑ K. Fontaine
☐ E. Campbell
☑ T. Dent
☑ B. Benton
☑ D. Jones
☐ J. O'Shea

☑ L. Lanner
☑ I. Adair
☑ A. Little
☑ S. Mann
☐ J. Carlisle
☑ P. White
☐ K. French

☑ D. Reynolds
☐ M. Poppins
☑ N. Yates
☑ H. Gonzo
☐ J. Summer
☐ T. Ralph
☐ D. Stanton

MIMOSA ELEMENTARY SCHOOL

STAFF MEMO 2ND EDITION DATE Feb. 22, 1982

A 3-day week! Sounds good!

Please welcome 2 new student teachers today:

Tom - Henry
Julie - Barbara

Thanks Henry and Barbara

Could you please come to a budget meeting at 3:40 today so I can present to you the proposals I have drafted for our major school initiatives?

Topics for your choice:

1. Art
2. School Spirit
3. Reporting and Interviewing
4. Effective Teaching

If you cannot be present will you see me by noon.
Many thanks.

I am presenting our school plan to the trustees, Joan Cowling, Mel Binder and Shirley Forbes, next Tuesday, March 2 at 9:00 a.m.
We'll be ready quite easily.

Janeen

*Would whoever borrowed my St. Patrick's Day Folder - please return it. Thanx K.F.

- ☑ K. Fontaine
- ☐ E. Campbell
- ☑ T. Dent
- ☑ B. Benton
- ☑ D. Jones
- ☐ J. O'Shea
- ☑ L. Lanner
- ☑ I. Adair
- ☑ A. Little
- ☑ S. Mann
- ☐ J. Carlisle
- ☐ P. White
- ☐ K. French
- ☑ D. Reynolds
- ☐ M. Poppins
- ☑ N. Yates
- ☑ H. Gonzo
- ☐ J. Summer
- ☐ T. Ralph
- ☐ D. Stanton

APPENDIX I

LETTER TO TEACHERS

29th September,1981.

ALL TEACHERS.

I want to thank you for the wonderful co-operation that I have experienced in my exploration of your professional life-world. At any time I would like you to feel free to ask me any questions that you have about my study.

At this stage in my research I'm interested in going through with each teacher the steps involved in teaching a unit in Social Studies. I believe that all teachers will probably be starting a new unit within the next few weeks, so I'm hoping to be able to follow through the new unit with you.

The steps that I'm hoping to study include:

Planning and preparation of Topic and Resources;
Daily planning and preparation of materials;
Introductory activity of the Unit (Observation);
Some lessons throughout the Unit (");
Culminating activity (Observation);
Your evaluation of the Unit;
Any later reflections.

I would like to spend time talking to you concerning planning, and then (for those who are happy about it; I would like that to be everyone) to observe your introduction of the Unit to the class, perhaps a few lessons during its development, and the culminating lesson or activity. My observations are so that I can describe and interpret what happens during the lessons,NOT to evaluate. Then I would like your assessment of the Unit, and any reflections that you may have later.

During the period of the Unit's presentation, I would like the opportunity of interviewing several children from each class concerning their thoughts and feelings about the Unit, as well as gaining their reactions to Social Studies in general, and to the resources that are used.

I would like to speak with each teacher during the next few days so that I can work out a mutually acceptable schedule of discussions and observations. I will mention further details when I meet with individuals. Time-wise, my present major concern is that I know when each teacher expects to commence the next Unit, so that I'm able to follow it through.

Thank you,
Ted Boyce.

APPENDIX J

MEET THE TEACHER NIGHT AGENDA

AGENDA FOR MEET THE TEACHER NIGHT

7:00 p.m. Assembly in school gymnasium

Chairperson: Janeen Carlisle, Principal

Welcome

Introduction of teachers:
    New members of staff
    Responsibilities - grade
                     - other

Talk by Principal:
    Expectations
    Special programs
    Parent-school communication

7:45 p.m. Parents to meet with teachers in classrooms

In some classrooms - presentation of class program

In other classrooms - brief individual parent-teacher conferences

8:30 p.m. Au revoir